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ABSTRACT

Objectives were to identify twenty-five pedagogical competencies for vocational teacher educators to prepare teachers to teach disadvantaged students in the inner cities of Pennsylvania, and to identify possible instructional alternatives that could be implemented into methods of instruction. The competencies were grouped into three categories: execution of instruction, interpersonal and group relations, and classroom management. Ninety vocational administrators (of 164) and 150 vocational teachers (of 281) from four selected cities in Pennsylvania responded to this study's questionnaire. A Two-Sample t' Test and the Likert Attitude Scale were used to analyze the degree of importance each group placed on the twenty-five competencies. One hundred and twenty-five instructional alternatives were suggested by the vocational administrators. Some of the competencies strongly considered by both vocational administrators and teachers as being very important pertained to (1) assisting students in developing their initiative, (2) communicating effectively with students, (3) introducing a lesson, (4) extensive knowledge of subject matter, (5) creating a tension-free classroom atmosphere, and (6) getting along well with other faculty members. (Author/JH)

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IDENTIFYING COMPETENCIES NEEDED TO TRAIN VOCATIONAL TEACHERS TO TEACH DISADVANTAGED STUDENTS IN THE INNER CITIES OF PENNSYLVANIA

by

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The Pennsylvania State University
University Park, Pennsylvania

August 30, 1977

Pennsylvania Department of Education
Research Coordinating Unit
(Project No. 19-6813)

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ABSTRACT

Purpose

The purpose of this study is to identify 25 pedagogical competencies for vocational teacher educators to better prepare teachers to teach disadvantaged students in the inner cities of Pennsylvania. In addition, this study identifies some possible instructional alternatives that might be implemented into methods of instruction. The implementation of the selected alternatives may enhance the chances for vocational teachers' success in an inner-city classroom. The competencies identified may also assist teacher educators and administrators in developing guidelines for pre- and in-service educational programs for vocational teachers working in the inner-city schools.

Procedure

Ninety vocational administrators and 150 vocational teachers comprised the study's sample. The selected administrators were: (1) directors of Pennsylvania's Area Vocational Technical Schools, (2) curriculum specialists from 73 AVTS' in Pennsylvania, and (3) curriculum specialists from the Pennsylvania Department of Education. The vocational teachers were from four selected cities in Pennsylvania: Erie, Johnstown, Philadelphia, and Pittsburgh. These cities were selected because: (1) they contain high concentrations of disadvantaged students; (2) they contain the largest concentration of blacks and other minorities which constituted the focus of this study; and (3) they received the majority of the federal funds allotted to Pennsylvania for vocational education during the 1975-76 fiscal year.

A total of 445 questionnaires were sent to various participants in the study--164 vocational administrators and 281 vocational teachers. Ninety administrators returned the questionnaires (60 percent), and seven were omitted due to insufficient data. The vocational teachers returned 150 completed questionnaires.

Findings

The importance ascribed to the pedagogical competencies by vocational teachers and administrators reveals that no significant differences at the .05 alpha level exist. However, there were some cases of statistical differences between the two comparison groups. A Two Sample t'Test and the Likert Attitude Scale Analysis was used to analyze the degree of importance that each group placed on the 25 competencies. These competencies were divided into three sections: (1) Execution of Instruction, (2) Interpersonal and Group Relations, and (3) Classroom Management. Other findings were obtained by using the Pearson Product Moment Correlation Coefficient analyses to determine the relationship between the dependent and independent variables involved in the study.

One hundred twenty-five instructional alternatives were suggested by vocational administrators with expertise in curriculum instruction. The suggested alternatives may assist teachers in the delivery of the pedagogical competencies.

Some of the pedagogical competencies that were strongly considered by vocational administrators and teachers as being very important pertained to (1) assisting students in developing their initiative, (2) communicating effectively with students, (3) introducing a lesson,

(4) extensive knowledge of subject matter, (5) creating a tension-free classroom atmosphere, and (6) getting along well with other faculty members. These competencies received very high response rates from both comparison groups.

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CHAPTER I

HISTORICAL PERSPECTIVES

Introduction

In America, many diverse groups of people are characterized as "disadvantaged," and most of them fall into the low-income bracket. Moreover, most of these low-income "disadvantaged" people live in or are moving into, large urban areas, thus exacerbating serious social and economic problems there (Bureau of U. S. Census, 1970). Many factors contribute to the socioeconomic problems of these urban disadvantaged --problems such as poor education, low aspirations, family instability, illegitimacy, crime, drug addiction and alcoholism, early death and unemployment (Kemp, 1966; Schmitt and Woodin, 1970). Still other major problems visited upon the disadvantaged include poor housing, malnutrition, and inadequate health care (Clark, 1967).

Most of these problems are an integral part of life in large cities such as New York, Chicago, Detroit, Los Angeles, Washington, Philadelphia, and Pittsburgh. These cities also have the largest population of blacks and other disadvantaged persons (U. S. Bureau of Census, 1970). Studies have shown, too, that urban areas have experienced a tremendous and disproportionate population increase of blacks and other minorities in the last decade (U. S. Department of Commerce, 1970). Such a rapid growth of this special population has taken place in urban Pennsylvania, particularly in Philadelphia and Pittsburgh. For example, in 1950 Philadelphia had a black population of 376,000, but by 1960 it had increased to 529,000. The 1970 Standard Metropolitan

Statistical Areas (SMSA) census indicates that the black population in Philadelphia far exceeds 800,000.

The growth patterns for Pittsburgh are similar to, but numerically smaller than, those for Philadelphia. In Pittsburgh, the percentage of blacks increased from 12 percent of the city's population in 1950 to 20 percent in 1960. There are many reasons for the sharp increase of blacks in Pittsburgh, Philadelphia and other cities. One is the apparent abundance of technical and blue collar jobs in these cities (National Advisory Council on Vocational Education, 1970).

After migrating in search of jobs, blacks soon realize that poverty and oppression are as prevalent in the North as in the South, especially in the area of job discrimination (Clark, 1967). Despite the illegality of denying employment on the basis of race, such discrimination still occurs in this country.

Many studies address the concern currently voiced by educational leaders, regarding the need for and preparation of, effective instructors to teach disadvantaged youth, especially those in the inner-city schools (Schmitt and Woodin, 1970). Vivian, Hirshfeld and Osborn (1969) and Ferguson (1972) indicated that disadvantaged youth in vocational programs in many cities are in need of the following: (1) teachers who are effectively prepared to teach them, (2) up-to-date facilities and equipment, and (3) modern instructional materials.

Because good vocational teachers are in short supply (Whitten, 1970) the demand for them has become critical. Before the quality and quantity of vocational teachers for the urban disadvantaged can be improved, however, it is necessary to identify those specific pedagogical competencies which promote successful teaching of disadvantaged youth. Consequently, various educators have begun, sporadically, to identify such competencies.

Havighurst and Levine (1970) have shown several key elements to be crucial to the preparation of vocational teachers working in the inner city with disadvantaged students. These are: (1) early experiences in inner-city classrooms, such as observations and volunteer work, before the prospective teachers take educational methods and theory courses; (2) college professors and instructors with firsthand knowledge of, and experience in, inner-city schools; (3) full-time assignments for prospective teachers in inner-city schools during one or more semesters for practicing classroom skills; and (4) experiences in inner-city communities and institutions to allow prospective teachers to overcome any negative attitudes and stereotypes concerning disadvantaged persons.

In his publication, Vocational Teaching in Diverse Cultural Settings, Ferguson (1972) concurred with Havighurst and Levine on the importance of these experiences. Nevertheless, these experiences should not be considered as a collective panacea for teachers preparing to teach disadvantaged youth. Much depends on the teacher's perception of himself.

Need for the Study

A study to determine pedagogical competencies required by teachers preparing to work with the disadvantaged youth in Pennsylvania is especially pertinent in light of the on-going concern for the disadvantaged throughout the nation. This concern has been indicated legislatively by the passage of the Federal Vocational Education Act of 1963 and its amendments in 1968. These amendments (VEA, 1968) mandated a specific percentage of funds (15 percent of Part B funds) to ensure that disadvantaged persons obtain the services of well-trained vocational teachers. Obviously, the future occupations of vocational students, regardless of their ethnic backgrounds, will depend to a considerable extent on how well teachers are prepared to train them. Thus, a study concerning teacher competencies and desirable characteristics should be beneficial to members of the vocational education profession, particularly those who teach the disadvantaged.

Some major previously isolated characteristics of a well-trained teacher of the disadvantaged were published by Feck (1971). These teaching characteristics were developed by various educators throughout the country. However, characteristics such as these have not been identified in Pennsylvania. These teaching characteristics listed by Feck are:

1. The teacher should be interested in working with disadvantaged students (Abbott, 1966). Teachers must love children and not resent either close contact with them or the overtime that must be spent with them (Whitten, 1970). Regardless of their backgrounds and training, students seem to appreciate willing, concerned, "ready-to-be-put-in-overtime" teachers (Vivian, Hirshfeld, and Osborn, 1969).
2. The teacher must have the ability to reinforce the slow learner and to refrain from responding only to those students who respond to him (Kemp, 1966).

3. The teacher should have the ability to work with business and industry to gain acceptance of his/her disadvantaged students (Vivian, Hirshfeld, and Osborn, 1969).
4. The teacher should understand himself and be able to analyze his own behavior and biases objectively (Vivian, Hirshfeld, and Osborn, 1969). The teacher must recognize the difference in value systems between his students and himself.
5. The teacher should be mentally, physically and emotionally stable (Wiggins, 1970).
6. The teacher should have respect, compassion, understanding and empathy for the disadvantaged without being overly sympathetic (Whitten, 1970).
7. The teacher should have skill in presenting instructional goals to the students and in helping them meet future challenges (Kemp, 1966).
8. The teacher should be willing and able to use instructional materials geared to the understanding and culture of his/her students (Kemp, 1966). He/she must also possess the ability to convert complex references to simple, easily understood texts (Vivian, Hirshfeld, and Osborn, 1969).
9. The teacher should know about special employment information such as sources and procedures for placing the disadvantaged (Vivian, Hirshfeld, and Osborn, 1969).

10. The teacher should be able to build students' self-concepts, to seek their hidden strengths, and to help channel these strengths in productive directions (Kemp, 1966).
11. The teacher should possess the ability to measure students by their individual achievements without lowering standards for an entire class (Kemp, 1966).
12. The teacher must have faith in the ability of the learner to master the work and to succeed (Whitten, 1970).

Statement of the Problem

The purpose of this study is to identify those pedagogical competencies that will enable teacher educators to better prepare their students to teach the disadvantaged in the inner cities of Pennsylvania. In addition, this study will identify some alternatives to the present methods of instruction which will enhance the chances of a vocational teacher's success in an inner-city classroom of disadvantaged students. The pedagogical competencies identified in this investigation may help teacher educators develop guidelines for pre- and in-service educational programs for vocational teachers working in the inner-city schools.

Specifically, the objectives of this study are to seek answers to the following twelve questions:

1. What is the nature of the study sample (vocational administrators and teachers) in terms of: (a) job title,

(b) degree or certificate held, (c) age, and (d) other demographic variables?

2. What were the responses of vocational administrators and teachers to the pedagogical competencies for teaching inner-city disadvantaged students?
3. What instructional alternatives do vocational administrators suggest for delivering the competencies needed for teaching inner-city disadvantaged students?
4. What order of importance do vocational teachers place on the competencies needed for teaching inner-city disadvantaged students?
5. What are some of the open-ended responses expressed by vocational teachers concerning inner-city disadvantaged students?
6. Is there a difference between vocational administrators and teachers in the degree of importance they place on the 25 pedagogical competencies needed for teaching inner-city disadvantaged students?
7. Is there a relationship between the amount of the respondents' teaching experience and the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?
8. Is there a difference between male and female vocational teachers in the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?

9. Is there a difference between vocational teachers in large cities (population 100,000 or more) as opposed to a small city (population 50,000 or less) in the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?
10. Is there a relationship between the age of vocational teachers and the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?
11. Is there a difference between black and white teachers in the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?
12. Is there a difference between teachers with experience teaching inner-city disadvantaged students and those without such experience in the degree of importance they place on the pedagogical competencies?

Definition of Terms

To ensure the clarity of this study, the following terms are defined. These definitions have been extracted from The Pennsylvania State Plan (1975) and Good's Dictionary of Education (1973).

Competencies. The term competencies is defined as those concepts, skills, and attitudes which are highly specialized and are related directly to: (a) the single job classification in which the student-learner is interested and (b) the specific requirements of the student-learner's training station position.

Culturally Disadvantaged. The term culturally disadvantaged is defined as values, behavioral patterns, and aspirations that are different from those of the prevailing social class. Further, the culturally disadvantaged individual comes from an unstable community and is isolated because of his different life-style and language patterns.

Curriculum Instruction. The term curriculum instruction for this study refers to the development of guidelines, courses of study, and other educational materials that teachers use in the classroom.

Disadvantaged Persons. The term disadvantaged persons is defined as those who deviate intellectually, economically or socially from what is considered to be normal growth and development, in that they require a modification of school practices or specific educational services in order for them to develop to their maximum capacity, but are not considered to be special education students.

Educationally Disadvantaged. The term educationally disadvantaged refers to those characterized as having poor education backgrounds, exhibiting a lack of motivation, being severely deficient in basic skills, and being two or more years behind in academic achievement (without, however, being identified as special education students).

Instructional Alternatives. The term instructional alternatives for this study is defined as any teaching activities, facilities and equipment, instructional materials or other innovations that teachers of disadvantaged youth may use to enhance learning in the classroom.

Pedagogical Competencies. The term pedagogical competencies for this study is defined as those educational concepts, teaching skills and attitudes that vocational teachers must possess to enhance their chances of success in the inner-city classroom.

Limitations of the Study

This study was limited to four Pennsylvania cities: Erie, Pittsburgh, Philadelphia, and Johnstown. These cities were selected because (1) they are areas of high concentration of disadvantaged students, and (2) they manifest the largest concentration of blacks and other minorities that constitutes the focus of the study. Johnstown was, however, classified as a small city. It has a small population in comparison with the other three cities and has a small concentration of multi-ethnic persons.

In addition, the scope of the study is constrained by the following two considerations:

1. The sources of data were vocational educators in selected comprehensive high schools, selected area vocational schools, and the Pennsylvania Department of Education.
2. Vocational educators from the cities in the study included all those who had two or more years of teaching experience with disadvantaged youth, with other youth or with a combination of the two (the latter, a cross-sectional experience).

Assumptions of the Study

For this study it was assumed that the effective pedagogical competencies for teaching inner-city disadvantaged youth could be identified by vocational educators involved in the study. It was also assumed that, once identified, the pedagogical competencies would benefit prospective vocational teachers, inservice teachers and administrators, and teacher educators, thus preparing teachers to work more effectively with the disadvantaged and other minorities. Finally, it was assumed that the pedagogical competencies identified would be distinct from other competencies used in middle-class, predominantly white suburban schools.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Previous writings containing data relevant to this study were thoroughly investigated. This review presents the most recent data available concerning competencies required of vocational teachers preparing to teach disadvantaged youth. It focuses on the following specific categories:

1. Studies of Characteristics of the Disadvantaged in the Inner City;
2. Studies Concerning the Need for Specially Trained Vocational Teachers for the Disadvantaged Youth in Inner Cities;
3. Studies Concerning Teaching Competencies Needed for Vocational Educators Working With Inner-City Disadvantaged Youth; and
4. Studies Concerning Curriculum Alternatives and Other Innovations Designed to Promote Success in Teaching Disadvantaged Youth.

Studies of Characteristics of the Disadvantaged in the Inner City

The disadvantaged youth in the inner city are generally described as culturally, socially, educationally and economically deprived (Feck, 1971; Lockette and Davenport, 1971; Monroe, 1973 and Kruppa, 1973). They have been further described as youth of low-income parents, who live in an affluent society but do not share its benefits (Kemp, 1966). According to Sheppard and Protinsky (1976):

> Although most inner-cities contain Mexican-Americans, Latin Americans, American Indians, Puerto Ricans and Whites, the focus of attention is on the Black population. These are the black migrants from the rural south who have jammed the big city ghettos (Sheppard and Protinsky, 1976, p. 10).

Often the inner-city disadvantaged youngster has a family with a working mother and in many cases no father in the home. Lewis (1967) states that two-fifths or more black wives are employed. Also, nearly one in four black mothers, with children under the age of six, are in the labor force.

Abrams (1967) and Leighbody (1972) describe the inner-city youth as being poor, regardless of skin color. Havighurst (1966) tends to imply that a disadvantaged person is often classified in any one of the three lower social classes: (1) upper-lower, (2) middle-lower, and (3) lower-lower.

In an unpublished study, Graham (1975) described inner-city youth as underprivileged, culturally deprived and poverty stricken. But Ridini and Madden (1975) provide an unusually comprehensive description; they concluded that inner-city youth are generally troubled by the following eight problems:

1. Possibility of being unemployed and underemployed;
2. A tremendous amount of loud noise in their environment;
3. High rates of illiteracy and undereducation;
4. Inadequate and overcrowded housing conditions;
5. Discrimination;
6. Inadequate health care;

7. Negative self-concepts; and

8. A shortage of competent teachers to teach them effectively.

The disadvantaged youth in the inner-city is usually poorly educated with few or no salable skills. He most often lives with one parent (usually the mother) who is below or near the poverty level, with an annual family income of three thousand dollars or less. Most parents, even in cases where two are present, have never attended college. In fact, many parents have not completed elementary school according to the U. S. Department of Commerce, SMSA, 1970. This fact alone may have some (direct or indirect) bearing on the lack of achievement of many inner-city youths. These families appear to be caught in a vicious cycle. This cycle is manifested by poor jobs and low socioeconomic status. Low status and poor jobs result in poor preparation for the next generation to come, and thus the cycle continues (Clark, 1967).

Studies suggest that such poor preparation is evident in many disadvantaged youth as manifested by their lack of employment (Feck, 1971). In fact, the unemployment rates for inner-city youth between the ages of 16 and 21 are extremely high. Rates of from 59 to 70 percent have been reported (Feck, 1971).

The unemployment of inner-city youth has become a critical issue in vocational education today. Feck (1971) indicated a possible solution for preparing disadvantaged youth for employment in an effort to eliminate the high rates of unemployment. The author noted that:

> The process of preparing for employment must start early, perhaps in elementary school or kindergarten, before the student becomes a potential drop-out. Elementary school youth need to learn that productive work is worthwhile and

> rewarding. In the junior high school years, the students need to participate in career orientation programs which take them to places of employment where their peers are successfully employed (Feck, 1971, p. 5).

Disadvantaged youth under this plan would be better prepared to enter skill training in the senior high school and later the labor market and, thus, become more productive individuals.

The Department of Vocational Education Studies, Southern Illinois University at Carbondale (1975) published a Handbook for Developing Vocational Programs and Services for Disadvantaged Students that showed the following characteristics of disadvantaged youth. The student frequently (1) is over-aged for the grade by at least two years; (2) has difficulty in communicating in writing or speaking; (3) is absent from class or work without apparent cause; (4) reads at least two grade levels below grade placement; (5) is at least two grades below his present grade level in mathematics; (6) exhibits hostile or apathetic behavior; and (7) needs economic assistance to continue his educational program. In summary, one may describe the disadvantaged youth of the inner-city as being socially and economically deprived according to the characteristics identified in this section of the literature review.

Studies Concerning the Need for Specially Trained Vocational Teachers for the Disadvantaged Youth in Inner-Cities

The critical shortage of competent teachers to work in the inner-city continues to be a major problem. In fact, many of the most competent vocational teachers refuse to accept teaching positions in the inner-city (Walker, 1965). These teachers are not swayed by the fact that inner-city youths, regardless of their sex or ethnic background, need sincere and dedicated teachers who are ready to put in extra time (Hatton, 1970). Indeed, disadvantaged students in particular, need competent teachers who show a sincere interest in their well-being (Bland, 1971).

The Center for Vocational Education at the Ohio State University planned and conducted for vocational teacher educators a national seminar that focused on the preparation of personnel who planned to teach disadvantaged youth. The purpose of the seminar was stated as follows:

> Recognizing a need expressed by vocational teacher educators and the complexity of the problem under consideration, the Center for Vocational Education for two consecutive years devoted a major portion of its National Teacher Education Seminar to the challenge of seeking solutions for the better preparation of those who teach disadvantaged youth (Taylor, 1969, p. v).

The Third National Seminar was conducted in Miami Beach, Florida, with 232 leaders in vocational-technical education from 37 different states and the District of Columbia in attendance. Six discussion leaders were selected on the basis of their knowledge of "the myriad of problems and concerns associated with the preparation of teachers for the disadvantaged" (Taylor, 1969, p. iii). Some of the topics discussed included: (1) "Teacher Preparation for Inner-City

Schools," (2) "Teacher Education in a Post-Industrial Era," (3) "The Preparation of Teachers: Some Concerns and Challenges," (4) "Social Dynamics of the Ghetto," (5) "Professional Development for Vocational Education, Its Limitless Potential," and (6) "Understanding Youth From the Ghetto--A Systems Approach to Training and Development."

The Center for Vocational Education later disseminated the proceedings to vocational teacher education institutions, state directors of vocational education, and other interested persons. This was one of the few concerted efforts found in the literature that attempts to solve the problem addressed by The Third Annual Seminar.

Wiggins, in his "Teacher Preparation for Inner-City Schools" (1970), cited three pertinent examples of the kinds of teachers needed by disadvantaged youth:

1. They need teachers who have learned to cope with mini-crises and who are ingenious in avoiding them without loss of integrity, honor, and classroom behavioral control.
2. They need teachers who are mentally and physically healthy; otherwise, they will not help with the socialization problems of life and schooling but will become a part of those problems and compound them.
3. They need teachers who are, themselves, competent students of their own social system and of the roles played by their social institutions.

Trying to provide competent vocational teachers to satisfy the needs of the disadvantaged can obviously be perplexing. Thus, the need and search continues for more effective teachers for inner-city schools (Passow, 1963). Haubrich (1963) found a possible solution for fulfilling the need for teachers in inner-city schools. He felt that attractive salaries, fringe benefits, and other opportunities could be offered to competent teachers. Haubrich especially encouraged administrators to make these offers to prospective teachers after they had completed their student teaching in the same schools. Haubrich's plan emerged from a teacher preparation project at Hunter College in New York City. The following basic formulations evolved out of the planning for this project, including the following: (1) student teachers find that working in schools of depressed areas can be rewarding and challenging; (2) student teachers need a team of professionals to introduce and prepare them for the demands of their schools; (3) prospective student teachers should have voluntary experience as a part of preservice courses at the college; and (4) guaranteed placement should be provided by the associate superintendent and the bureau of appointment to those remaining student teachers.

Haubrich's study is similar to a study reported earlier by Klopf and Bowman (1966). Both studies reveal possible ways to provide teachers to teach the disadvantaged. The Klopf and Bowman study describes selected programs, designed to improve the knowledge, skills and attitudes of school personnel, both pre- and inservice, working with disadvantaged youth. The authors, Klopf and Bowman, sampled the following populations to gather their data: (1) students in colleges of teacher education and in departments of education in other institutions; (2) inservice students in selected school systems; (3) summer trainees for teachers of disadvantaged youth financed under Title XI of the National Defense Education Act (NDEA); and (4) students in programs financed under the Economic Opportunity Act. Several of the institutes training teachers of the disadvantaged were named in Klopf and Bowman's (1966) study.

In summary, the need for specially trained vocational teachers to teach disadvantaged youth has mushroomed in this country, especially in the inner-city. Vocational educators should prepare their personnel to satisfy the needs of disadvantaged students. However, to accomplish this task, other variables that are necessary for preparing teachers to work in the inner-city must be considered. These include such variables as teaching competencies, teaching strategies and alternatives and many others.

Studies Concerning Teaching Competencies Needed for Vocational Educators Working With Inner-City Disadvantaged Youth

Lately, competencies for vocational teachers preparing to teach the disadvantaged have become a special concern of vocational teacher educators (Tuckman and O'Brian, 1969). Special mini-courses, workshops and conferences have sprung up throughout the country in order to better prepare vocational teachers working with inner-city disadvantaged youth (Klopf and Bowman, 1966). One of the first in this movement, Goldberg (1964), produced a model of the hypothetical teacher in an effort to prepare prospective teachers to teach disadvantaged youth. The author suggested these three attributes for her model: (1) mastery of subject matter; (2) understanding of the major concepts of the behavioral and social sciences and their relevance to teaching disadvantaged children; and (3) possession of a repertoire of teaching strategies that hold promise for working with disadvantaged pupils.

In her study, Kemp (1966) identified ten competencies that teachers of the disadvantaged should possess: (1) an ability and an interest in working with young people who have special problems; (2) competence in the subject matter and work skills in the field of specialization; (3) an ability to seek and find additional techniques to communicate with students; (4) an ability to present goals to the students and help them meet challenges; (5) an ability to reinforce the slow learner and to refrain from responding only to those students who respond to them; (6) a willingness to acquire special training or knowledge for working with the disadvantaged, including an understanding of their way of life; (7) an ability to measure students by their individual achievements without lowering standards for the class; (8) a willingness to use instructional materials geared to the understanding of their students and sufficient patience to work with slower learners; (9) competence in working with students so as to build their self-concept, seek their hidden strengths, and then channel these strengths in productive directions; and (10) an ability to work with other school personnel to increase the effectiveness of the overall program.

Cottrell (1971), in a study conducted for the Center for Vocational Education at the Ohio State University, developed a list of 384 teaching competencies. These teaching competencies are divided into ten categories: (1) program planning, development and evaluation; (2) instruction-planning; (3) instruction-execution; (4) instruction-evaluation; (5) management; (6) guidance; (7) school-community relations; (8) student vocational organizations; (9) professional role and development; and (10) coordination. Although Cottrell's study did not focus directly on the inner-city disadvantaged youth, one year later it provided the necessary framework for Ferguson's study.

Ferguson (1972) used the list of competencies identified by Cottrell to determine the differences between two diverse school settings, outer-city/suburban and inner-city/urban. Five hundred and forty-five teachers from 48 states were involved in the study (327 outer-city/suburban teachers and 218 inner-city/urban teachers). Although Ferguson did not find significant differences between the two groups, he did identify 16 teacher characteristics as being significantly conducive to successful teaching. A teacher, according to Ferguson, should (1) possess a favorable opinion of the students; (2) respect students as individuals; (3) understand the students' "life-styles"; (4) possess the ability to perceive the world from the students' points of view; (5) encourage students to make oral expressions of frustrations and insights; (6) encourage students to speak out about their lives and experiences; (7) help individual students with personal problems; (8) use every opportunity to enrich the students' knowledge; (9) plan routines and teaching strategies carefully; (10) be willing to experiment and try new things; (11) possess skill in asking questions (as opposed to becoming a kind of answering service); (12) encourage students to ask questions; (13) provide concrete experiences and examples; (14) provide a variety of experiences and learning activities within a given class period; (15) create a tension-free classroom atmosphere; and (16) possess an extensive knowledge of the subject being taught.

Some earlier studies, concerning competencies for vocational teachers working with inner-city disadvantaged youth, were published by Hatton (1970), Singer (1968), and Whitten (1970). Hatton's study focused on the effectiveness of vocational teachers in an inner-city school from a teacher's point of view. Several approaches were shown to improve teacher effectiveness in the inner-city. For example, Hatton stated that vocational teachers should get to know the community in which they work. The firsthand experience, Hatton concludes, would improve student-teacher relationships in the classroom:

> Rapport in the classroom is much easier if contact is made outside of class in some kind of meeting other than for discipline or required make-up (Hatton, 1970, p. 75).

Singer's study concentrated on guidance and counseling. He felt that vocational teachers in the inner-city should acquire more guidance and counseling training, not just an offering of adolescent psychology that describes problems but does not indicate how to handle them. Moreover, Singer felt that vocational teachers should also possess more competence in the use of audio-visual materials and programs. Inner-city teachers, in particular, can increase their effectiveness through the use of (1) programmed learning materials, (2) educational television, (3) 8-mm loop projectors, and (4) computer assisted instruction (Singer, 1968).

Whitten's study suggested the need for additional courses for inner-city teachers in the teaching of remedial grammar, reading, and arithmetic. Many disadvantaged youth find themselves far behind in these areas, and Whitten provided some examples, from a supervisor's point of view, of how a vocational teacher might attack these problems.

He stated that the prerequisites for successful remedial teaching in inner-city schools are (1) acceptance, (2) respect, (3) understanding, and (4) compassion and empathy for educationally disadvantaged students. The author concluded with the following remarks:

> Teachers who are humane, who accept their pupils as worthwhile human beings, who plan for individual students, who have faith in the ability of their pupils to learn, who use their pupils' time profitably, who provide short-term or subgoals, and capitalize on the strengths of the pupils, are the people that supervisors would like to see in every inner-city classroom (Whitten, 1970, p. 89).

Cheyney (1966) disclosed some desirable characteristics of teachers working with disadvantaged youth. The following areas were emphasized in his findings: (1) respect for the disadvantaged youth; (2) patience and understanding; (3) sensitivity to the needs and problems of the disadvantaged youth; (4) good judgment; and (5) a sense of humor. Moreover, Cheyney found that most teachers of the disadvantaged have middle-class backgrounds, attitudes, and values. Their middle-class attributes often conflict with their students' backgrounds, especially with those of "ghetto" students.

Rousseve (1963) noted in a general way that teachers with upper middle-class values must be committed to upgrading the disadvantaged youth, both academically and culturally. Rousseve also felt that teachers of the disadvantaged should redefine and upgrade their own competencies. He emphasized, in particular, personal behavior, cultural and occupational aspirations, home and family life, membership in community organizations, and opportunities for cultural growth, as important attributes for teachers to have.

Bridges (1968) published a study on the "Instrumental Expressive Characteristics of Teachers" as preferred by their principals. (Expressive characteristics refer to those characteristics of the teacher that are concerned primarily with the kind of person the teacher is and how he or she relates affectively to students. Instrumental refers to those characteristics of the teacher that are concerned primarily with how he or she performs the task of imparting subject matter and building the intellectual skills of students.) The design of Bridges' study used the comparative-contrast format with these two groups:

> Group 1 - Type W (Working Class). The principals in this group indicated a higher probability of success in their school systems for teachers with instrumental characteristics than for teachers with expressive characteristics.
>
> Group 2 - Type M (Middle Class). The principals in this group indicated a higher probability of success in their school systems for teachers with expressive characteristics than for teachers with instrumental characteristics.

Bridges sampled 72 principals of 12 school systems from the metropolitan area of St. Louis, with each group consisting of 36 principals from six school systems. The participants were asked to complete two student teacher evaluation forms. One form depicted the student teacher as having strong expressive characteristics but weak instrumental characteristics. The other form depicted the student teacher as having strong instrumental characteristics, but weak expressive characteristics. The principals were asked a host of questions concerning their preferences in the characteristics of teachers. Two examples of the questions follow: (1) Which of the two persons (Instrumental or Expressive) would you be more likely to invite for an interview, and what are your reasons for this choice? and (2) What are the prevailing socioeconomic backgrounds of the students involved? Bridges' findings convinced him that principals give considerably greater weight to the expressive characteristics than to the instrumental characteristics of new teachers seeking employment.

In 1972, John Pittenger, the Secretary of Education in Pennsylvania, approved some basic competencies for teachers working with inner-city disadvantaged youth. His program, "Intergroup Education," was advanced under the auspices of the Pennsylvania Department of Education. The purpose of the Pittenger program was to foster better understanding and relationships among individuals and groups of different sexes, races, national origins and socioeconomic backgrounds. The program consisted of twelve competencies that, Pittenger felt, teachers working with disadvantaged youth should cultivate:

1. An ability to participate comfortably, effectively and democratically in culturally mixed groups;
2. An ability to display a respect for the diverse cultures and classes within a given classroom;
3. An ability to communicate with students from varying cultures as individuals and groups;

4. An ability to use the students' and one's own racial, ethnic, and cultural backgrounds as educational resources;
5. An ability to understand a student's problem or a conflict situation in terms of sexual, cultural, racial, or socioeconomic dynamics;
6. An ability to interpret, honestly, matters relating to students' socioeconomic status or culture;
7. An ability to recognize stereotyping in all of its aspects;
8. An ability to effectively use such methodologies, considered valuable in promoting positive intergroup attitudes, as role playing, sociodrama, group dynamics, and sociometric techniques;
9. An ability to relate professionally to all kinds of students, not only to those representative of one's own background and value orientation;
10. An ability to recognize one's own prejudices and to cope with them in ways not detrimental to others;
11. An ability to handle emotion-laden content and experiences relating to intergroup relations in the school setting; and
12. An ability to deal with anger and conflict in intergroup interactions.

The competencies outlined in Pittenger's program closely parallel those from Ferguson's (1972) study on vocational teaching in a diverse cultural setting. In summary, the competencies discussed by Ferguson, Pittenger, and others implied that vocational teachers do not possess the skills identified in the literature reviewed. Therefore, vocational educators should give more attention to these kinds of competencies in order to enhance the effectiveness of teaching the disadvantaged youth.

Studies Concerning Curriculum Alternatives and Other Innovations Used to Promote Success in Teaching Disadvantaged Youth

While innovative educational programs may be a help in breaking the poverty cycle of youngsters in the inner-city, research has shown that there is no single solution for coping with the multiple and diverse problems of disadvantaged youth (Clark, 1967, and Committee for Economic Development, 1971). Wolfbein's (1971) research suggests seven specific strategies for working with disadvantaged youth: (1) matching resources with needs; (2) expanding cooperative work-experience programs; (3) individualizing the student's curriculum; (4) eliminating tests; (5) providing opportunities for continuous education; (6) providing more supportive services such as special counseling and job coaching, medical and dental services, and job-related basic education; and (7) securing better teachers.

The College of Education at Southern Illinois University (1975) published a Handbook for Developing Vocational Programs and Services for Disadvantaged Students. This handbook, developed under the auspices of the State of Illinois Board of Vocational Education and its Rehabilitation, Research and Development Unit, focused on curriculum strategies for teaching the disadvantaged youth.

Maxwell (1973) expressed his views concerning curriculum strategies for the disadvantaged this way:

> Curriculum strategies and techniques used in instructional programs for teaching disadvantaged students can be successful if they are selected or prepared specifically to meet the needs of those who are to be served. These techniques should not only appeal to the learning styles and interests of the students, but the learners should also believe that the classroom and laboratory activities will help them to accomplish their goals. It is also essential for the vocational teacher to communicate sincere and honest expectations that his or her students will succeed (Maxwell, 1973, p. 73).

Taba and Elkins (1966) published some additional instructional strategies designed to teach culturally disadvantaged students. Their guidelines specified eight instructional strategies. These strategies are: (1) continual diagnosis of students; (2) a simultaneous pursuit of multiple objectives; (3) an in-depth study of the important concepts and ideas of disadvantaged students; (4) a provision for heterogeneity; (5) instructional pacing (each learning step must match the abilities of the students); (6) the creation of appropriate motivating devices; (7) the use of literature to introduce new ideas, to provide material for analysis and to develop new concepts, and (8) dramatization, playmaking and role-playing. The Taba and Elkins' guidelines provide no ultimate solution for curriculum strategies, but they can help reshape the instructional content to reach disadvantaged students more effectively.

Clothier's (1969) research, conducted within the Cooperative Urban Teacher Program (CUTE) at Central Missouri State College, also developed curriculum guidelines for inner-city teachers. Competent teachers were seen as the key component in the establishment of an innovative curriculum for inner-city disadvantaged youth. In this regard, Clothier stated:

> No curriculum will be successful without competent teachers; nor are the needs of inner-city children likely to be met by hostile teachers or those who view inner-city teaching as a means of expiating guilt feelings (Clothier, 1969, p. 34).

Major curriculum concepts were emphasized through CUTE workshops, seminars, related field experiences, and student teaching. The guidelines specified the following areas as being useful: (1) interaction analysis; (2) child-study techniques; (3) micro-teaching; (4) case studies; and (5) observation and participation with students and parents from the inner-city community.

Clothier also cited three major characteristics that inner-city teachers should possess when developing curriculum innovations for disadvantaged students: (1) an understanding of both his own and his pupils' attitudes, insecurities, anxieties and prejudices; (2) an understanding of both his own and his pupils' environment and culture; and (3) an ability to use competent methods in teaching inner-city learners.

Still other research studies suggest special curriculum innovations for disadvantaged students. In June of 1967, the National Institute for Advanced Study in Teaching Disadvantaged Youth convened a three-day conference concerning curriculum changes to enhance the education of disadvantaged students. The conference included 60 curriculum makers from a number of curriculum projects for teaching disadvantaged youth based around the country. The curriculum specialists included, for example, A. Harry Passow, Professor of Education and Chairman of the Committee on Urban Education; Jane O'Conner of Bank Street College of Education; and Vernon Haubrich of Hunter College in New York City.

The conference concerned itself with curriculum changes for these specific sectors of the American population: (1) the southern urban Negro youth; (2) the southern rural Negro youth; (3) the central states urban Negro youth; (4) the northern urban Negro youth; and (5) other minority groups. The conference concluded with the following recommendations:

1. No specific curriculum should be developed for the disadvantaged; what is best for the disadvantaged child is likely to be equally applicable to the advantaged child.
2. Within the system of curriculum innovation, relevance and a tune-in mechanism are needed.
3. The issue of personality and behavioral characteristics of the disadvantaged is central to how the tune-in mechanism is developed.
4. The development of fundamental skills--reading, writing, speaking, arithmetic, and the like--remains central to the problem of bringing the disadvantaged into the mainstream of society.
5. As considerations in curriculum design, the issues of educational needs (skill development) and populational characteristics (personality and behavior) are not mutually exclusive.

6. Relevance must be viewed within the context of scale and situation. Relevance to the local situation and relevance to the national situation represent a polarization of cultural subgroups and mainstream values.

Research with a similar orientation conducted by the organization, People United Together to Save Humanity (Eubanks and Levine, 1977), developed tactics for improving the learning atmosphere for learning in inner-city schools. For example, PUSH has established (1) "teams" of students who excel in academics; (2) "peace brothers and sisters" as monitors and supervisors in classrooms, cafeterias, auditoriums, hallways, and playgrounds; (3) the ideal of self-discipline and a sense of order among students; (4) a city-wide council of students who provide leadership to support discipline and academic excellence and resistance to drugs, violence and racism; and (5) a system of peer justice at the secondary level, whereby many cases of misconduct are judged and dealt with by students themselves, on the relatively simple premise that people near or at the voting age, and thus presumed competent to judge issues of war and peace among nations, are competent to judge a case of spitball throwing. Such a system, supported by civic involvement, not only promises to improve discipline but also in and of itself, seems to have inherent educational value.

The PUSH headquarters are located in Chicago and are directed by Reverend Jessie L. Jackson, a disciple of the late Reverend Martin Luther King, Jr. Reverend Jackson also advocates other strategies that teachers and administrators may implement in their curriculum.

For example, he proposes that all reasonable efforts be made to bring the parent to school to pick up report cards, thus promoting formal dialogue and contact between school and parent, and he suggests the creation of specific incentives for students and teachers to achieve excellence in the classroom. Emphasizing his strategies, Reverend Jackson asks:

> Why have we stopped pursuing excellence in the classroom? We still pursue it on the football field, on the basketball court. High school coaches practice their athletic teams three and four hours a day after school. But, are there any reading, writing and counting teams in our schools? (From Eubanks and Levine, 1977, p. 384)

Some of Reverend Jackson's related strategies include: (1) the establishment of rigorous rules of behavior in the halls; (2) new dress codes reflecting modesty and dignity; (3) the removal of violent weapons of all kinds from school grounds, even if electronic equipment, similar to that used to detect arms at airports, must be installed at school doors; and (4) requirements that the parent and teacher meet personally and talk at least once a year, even if this necessitates the teacher visiting the home of the student. Many more strategies for improving inner-city schools as proposed by Reverend Jackson, appear in the January 1977 issue of Phi Delta Kappan in Eubanks and Levine's article entitled, "The Push Program for Excellence in Big-City Schools."

Finally, Johnson and Simons (1972) suggested three alternatives to improve teacher training for persons preparing to teach in inner-city schools. First, they felt that teachers must study the black way of life with a sympathetic recognition of a legitimate minority culture. Second, if teachers are to communicate effectively with poor, black disadvantaged students, they must understand black dialect. Third, once teachers understand black culture and black dialect, they should adapt their teaching strategies accordingly. The authors concluded that:

> Black dialect is systematic. That is, it is not a collection of sloppy, random erroneous sounds and grammatical structures which the speaker carelessly utters. Instead, when the phonological and grammatical deviations from standard English heard in the speech of many blacks are contrasted with the points in standard English, it is clear that these deviations are consistent and systematic. Black people are not making just any noises, but particular noises (Johnson and Simons, 1972, p. 289).

Sheppard (1976) also offered some interesting observations on black dialect. He stressed that it differs somewhat from standard English in its phonology and grammar.

> If teachers are to work effectively with black children who speak this dialect, they must understand, (1) that black dialect is a legitimate linguistic system; (2) that standard English is not "better" than black dialect; and (3) that black dialect is systematic (Sheppard, 1976, p. 17).

In summary, the most significant strategies for teachers planning to work with disadvantaged youth focused on the following: (1) understanding the diverse cultures within the inner-city schools and (2) providing culturally sensitive teachers who are sincerely interested in teaching disadvantaged youngsters. In addition, two more significant and widely acknowledge concerns that teachers of the disadvantaged should strive for are: (1) relevancy of the curriculum and (2) the overall pursuit of excellence in the classroom.

In conclusion, it is apparent that the disadvantaged youth have not been adequately prepared to meet the demands and challenges of our affluent society. The review of literature suggests reasons for this phenomenon. These include an inadequate supply of competent teachers, inadequate facilities, teacher training programs that are insensitive to the need, the lack of adequate curriculum and instructional materials, and many others. Regardless of the reason, vocational educators must provide the leadership to effectively prepare disadvantaged youth to meet the demands of industry, and to become more productive, as well as occupationally satisfied, people.

CHAPTER III

PROCEDURE

This study was designed so that directors of area vocational technical schools in Pennsylvania, vocational education teachers, and curriculum specialists from the Pennsylvania Department of Education could rate twenty-five pedagogical competencies. As noted earlier, the competencies were developed by Cotrell (1971). One year later, Ferguson (1972), using Cotrell's competencies, identified some teaching characteristics conducive to successful inner-city teaching. Thus, these twenty-five competencies were derived from the works of Cotrell and Ferguson and later used to develop two separate questionnaires, one for vocational teachers and one for administrators, as set forth in Appendix A. These twenty-five competencies were divided into three sections: (1) Execution of Instruction, (2) Interpersonal and Group Relations, and (3) Management. Nine competencies were in the first section and eight in the remaining two sections respectively. The vocational teachers were asked to rate and rank the competencies according to the importance they attached to them. The administrative groups were also asked to rate the competencies, and suggest some instructional alternatives (curriculum innovations) that might enhance the delivery of the pedagogical competencies. A comparison of the competency ratings was made for each of the following groups and variables: (1) vocational administrators and teachers; (2) vocational teachers' experience and the degree of importance placed on the competencies; (3) male and female teachers; (4) teachers in large cities and those in a small city; (5) the age of teachers and the degree of importance placed on the competencies; (6) black teachers and white teachers; and (7) teachers with experience teaching the disadvantaged and those without such experience.

Population

The population surveyed in this study consisted of two groups, vocational administrators and teachers within the Commonwealth of Pennsylvania. The administrators' group included: directors of area vocational technical schools (AVTS); selected principals of comprehensive high schools; coordinators and supervisors of curriculum development within the AVTS' and the comprehensive high schools; and curriculum specialists from the Pennsylvania Department of Education. The teachers' group included vocational instructors from selected cities throughout Pennsylvania. These two groups were considered because of their experience in working with vocational programs within the inner-city, experience in working with disadvantaged youth and in curriculum development.

The selected cities included Erie and Pittsburgh from the western region, Johnstown from the central region and Philadelphia from the eastern region. All the cities used in this investigation except Johnstown were selected because (1) they contain high concentrations of disadvantaged students; (2) they contain the largest concentrations of blacks and other minorities in the state; and (3) they received the majority of federal funds allotted to Pennsylvania for vocational education during the 1975-76 fiscal year. However, Johnstown was selected because it has a large population of minorities for a small city.

Sample

The selection of samples for this study was based on the voluntary support of all persons in the two groups. Visits were made to the selected cities' schools and letters explaining the study were sent to chief administrators requesting their support and cooperation as well as that of their faculty and staff.

In all, 445 questionnaires were sent out, 164 to the vocational administrators' group and 281 to the vocational teachers' group. Two hundred and fifty-one were returned. Ninety administrators (55 percent) returned the questionnaires, and in the vocational teachers' group, 154 (53 percent) completed and returned the questionnaires.

The samples involved in this study were:

1. 281 vocational education teachers from four selected cities:
    a. 47 respondents from Erie
    b. 35 respondents from Johnstown
    c. 135 respondents from Philadelphia
    d. 64 respondents from Pittsburgh;
2. all directors of Pennsylvania's area vocational technical schools;
3. curriculum specialists or persons in charge of curriculum from 73 area vocational technical schools in Pennsylvania; and
4. curriculum specialists from the Pennsylvania Department of Education.

Description of Selected Cities

Johnstown

For the purposes of this study, Johnstown was classified as a small urbanized city. This classification was based upon Johnstown's urban-industrial character and its population (42,476), which is much smaller than that of the other cities.

Johnstown is known for its autonomous vocational education program; that is, the area vocational technical school operates independently of the high school within the district. Johnstown has a large and diverse ethnic population, and blacks (3,566 of 42,476 or 8 percent) represent the largest minority group of all. Johnstown has a total enrollment of 100 blacks in both of its high schools. However, there are no special programs for blacks or other minorities within either the regular high school or the vocational technical school. Table 1 illustrates the population of minorities in Johnstown.

TABLE 1

MINORITY POPULATION OF JOHNSTOWN, PENNSYLVANIA

Minority Groups	Males	Females	Total	Percentage
Blacks	1,757	1,807	3,566	8.4
American Indians	29	30	59	.1
Japanese	26	56	82	.2
Chinese	8	6	14	less than .1
Filipino	15	17	32	.1
All others	65	28	123	.3
Total	1,900	1,944	3,876	9.2

Philadelphia

According to the 1970 census, the city of Philadelphia has a population of almost two million and a metropolitan area population of more than four million. It is a great seaport as well as a highly industrialized city. Moreover, Philadelphia ranks among the leading cities in its concern for vocational education.

The total enrollment in Philadelphia's vocational education program is 13,382. According to the Pennsylvania Vocational Education Management Information System (VEMIS), 1974. The total enrollment of black and white students in vocational education programs is 9,038 and 4,344 respectively. There are special programs for the disadvantaged in Philadelphia schools. In fact, the school system has 12 different special vocational education programs with a total enrollment of over 2,300. There are also many sizable minority groups in Philadelphia. Table 2 shows the distribution of minorities within the city.

TABLE 2

MINORITY POPULATION OF PHILADELPHIA, PENNSYLVANIA

Minority Groups	Males	Females	Total	Percentage
Blacks	396,488	447,812	844,300	42.2
American Indians	1,673	1,958	3,631	.2
Japanese	1,240	2,118	3,358	.2
Chinese	2,602	2,280	4,882	.2
Filipino	1,794	2,028	3,822	.2
Other	6,578	6,459	13,037	.7
Total	410,375	462,655	873,030	43.7

Erie

Erie, Pennsylvania, is a city of widely diversified industry and commerce with a population of 129,231. Vocational education in Erie is growing, especially at the Technical Memorial High School and the Erie County Area Vocational Technical School. These two schools constitute most of the vocational enrollment with 2,200 and 3,124 students respectively (Pennsylvania VEMIS, 1974). Table 3 illustrates the minority population in the city of Erie.

TABLE 3

MINORITY POPULATION OF ERIE, PENNSYLVANIA

Minority Groups	Males	Females	Total	Percentage
Blacks	4,255	4,696	8,951	6.9
American India	48	64	112	.1
Japanese	26	47	73	.1
Chinese	21	27	48	less than .1
Filipino	25	17	42	less than .1
Other	113	112	225	.2
Total	4,488	4,963	9,451	7.5

Pittsburgh

Pittsburgh is characterized by vast, industrial development. It is one of the greatest iron and steel producing centers in the world, with a steadily increasing population; its present population is 520,117, according to the U. S. Department of Commerce, SMSA (1970). Pittsburgh also has an impressive educational system, and it seems that vocational education is one of the better educational programs, as one might expect from its industrial heritage. Throughout Pittsburgh there are 4,631 blacks and many other minority students enrolled in vocational programs as opposed to 7,727 white students, according to Pennsylvania VEMIS (1974). There are also 770 students enrolled in vocational programs for the disadvantaged. Table 4 shows the minority population of Pittsburgh as revealed by the U. S. Department of Commerce SMSA (1970).

TABLE 4

MINORITY POPULATION OF PITTSBURGH, PENNSYLVANIA

Minority Groups	Males	Females	Total	Percentage
Blacks	79,815	90,069	169,884	32.7
American Indians	364	483	847	.2
Japanese	413	615	1,028	.2
Chinese	891	736	1,627	.3
Filipino	249	267	516	.1
Other	1,230	1,092	2,322	.4
Total	82,962	93,262	176,224	33.9

The Research Instruments

As noted earlier, the data for this investigation were secured through the use of two instruments: the vocational administrator's questionnaire, and the vocational teacher's questionnaire.

The Administrator's Questionnaire

This instrument was divided into two parts. Part A generated demographic data on vocational administrators. In Part B, the respondents rated the degree of importance of each of the 25 competencies, using the five-point Likert Scale. After rating each competency, the respondents were asked to circle the number that described the best instructional alternatives for the attainment of that competency (see Appendix A). The instrument was sent to the following administrative groups: (1) directors of area vocational technical schools and principals of comprehensive high schools; (2) coordinators and supervisors of curriculum development within the area vocational technical schools and the comprehensive high schools; and (3) curriculum specialists from the Pennsylvania Department of Education. Some administrative groups were combined because they performed similar duties under different job titles. For example, the job titles "coordinator" and "supervisor" described identical positions in many schools.

The vocational administrators were asked to complete the first part of the questionnaire by indicating their opinions concerning each of the 25 competencies (see Appendix A). They responded by circling the degree of importance of each competency using a five-point Likert Scale. Numerical values of one to five points were assigned to each of the 25 competencies, representing a rating of no importance to very important. The values were assigned as follows: 1--No Importance; 2--Little Importance; 3--Some Importance; 4--Important; and 5--Very Important.

The Likert Scale was selected for three reasons: (1) most educators are familiar with it; (2) it helps participants complete the questionnaire in a short time; and (3) it affords an efficient analysis. Even more importantly, the Likert Scale was selected because it has, as Oppenheim's 1966 study indicates, proven ability to provide information about opinions (Oppenheim, 1966).

After rating each competency, the vocational administrators were asked to select from a list of alternatives those which might best promote the vocational teachers' success in demonstrating that competency in the classroom. To do this, the administrators were asked to circle the number that described the best instructional alternative. In brief, each administrator rated the competencies according to his opinion of their degree of importance and then selected one instructional alternative from each of the five categories. Table 5 lists the five categories of instructional alternatives. The first competency studied and its alternatives are used in Table 5 as an example; the remaining tables and alternatives will be discussed later in the study.

The Vocational Teacher's Questionnaire

This second instrument was divided into three parts (see Appendix B). Part A gathered demographic data on vocational education teachers. In Part B, the respondents rated the degree of importance

TABLE 5

SAMPLE OF INSTRUCTIONAL ALTERNATIVE RESPONSES FROM VOCATIONAL ADMINISTRATORS' QUESTIONNAIRE

Competency "Ability to identify and recognize problems without having to have them pointed out"	Instructional Alternatives Suggested
Type of Activity Promoting Competency	1 2 3 4 5
(1) Group Counseling Instruction	
(2) Demonstration	
(3) Role Playing	
(4) Individual Counseling	
(5) Other	
Teacher Qualifications	1 2 3 4 5
(1) Initial Teaching Certificate	
(2) Permanent Teaching Certificate	
(3) Professional Experience/Urban Activities	
(4) Special Methods Couse/Teaching Inner-City Youth	
(5) Other	
Facilities/Equipment Needed	1 2 3 4 5
(1) Shop or Laboratory	
(2) Large Classroom/Equipment Flexible, Depending on Instructor/Students	
(3) Simplified Equipment	
(4) Lecture Auditorium	
(5) Other	
Instructional Materials (Films/Slides)	1 2 3 4 5
(1) Learning Processes in Inner-City Classrooms	
(2) Discipline in Inner-City Classrooms	
(3) The Environment on Disadvantaged	
(4) Language Development and Disadvantaged	
(5) Other	
Additional Staffing Necessary	1 2 3 4 5
(1) Community Resource Persons	
(2) Teacher Aide	
(3) Student Leaders	
(4) Bilinguist	
(5) Other	

of each of the 25 competencies using the five-point Likert Scale. After rating each competency, the respondents were asked to rank their order of importance. Part C collected responses relative to open-ended questions concerning the disadvantaged student. A place for additional comments was also provided and each respondent was encouraged to express him or herself freely.

The participants were assured of anonymity and confidentiality concerning their comments and other data collected in this study. This procedure provided anonymity: (1) the respondents were not identified by coding on the questionnaire and they were not asked to sign their names, (2) no follow-up studies were addressed directly to the vocational teachers; and (3) one might note, too, that the researcher signed written agreements guaranteeing confidentiality with the superintendents of schools in Pittsburgh and Philadelphia.

Incentives

All of the vocational educators who participated in the study received one of the following authentic three-inch antique metal replicas of old U.S. coins: a Lincoln penny, a $20 gold piece, and Buffalo nickel, a Morgan silver dollar, a Liberty quarter, a Kennedy half dollar, an Eisenhower dollar, or an Indianhead penny.

These incentives were offered to increase the return rate of the questionnaires primarily because the administrator's questionnaire was very lengthy (twenty pages), and lengthy questionnaires tend to be disregarded. This particular incentive seems very effective, especially with the vocational administrators. The response rate of 60 percent (97 of 164) seems very high, considering the length of the questionnaire. Another effective incentive, as well as a means of identifying respondents' cities, was the use of colored questionnaires. Each city in the study received a different color questionnaire. Green represented Erie, yellow represented Johnstown, blue represented Philadelphia, and pink represented Pittsburgh. This procedure preserved the anonymity of the respondent yet identified the population he represented.

Reliability of Instrument

The reliability of the instrument was determined by using the rationale equivalence method. This method of reliability estimates internal consistency by determining how all items on a test relate to all other items and to the total test. The reliability results were obtained from a LIKRT Program from the computation center at The Pennsylvania State University. Table 6 provides information attesting to the reliability of the instrument. Table 6 provides the instruments' reliability data on the three sections for both the vocational education administrators and teachers. It also provides the instruments' reliability data on the three sections for the two groups.

The reliability coefficient for the individual sections was .668, .669, and .746 respectively. A possible reason for these reliability scores is the small number of items in each section. The total reliability coefficient was relatively high, .858.

TABLE 6

INSTRUMENT RELIABILITY INFORMATION ON THE THREE SECTIONS FOR VOCATIONAL EDUCATION ADMINISTRATORS AND TEACHERS

Name of Section	Vocational Teachers Coefficient Alpha	Vocational Administrators Index of Reliability
Execution of Instruction (k = 9)	.668	.559
Interpersonal and Group Relation (k = 8)	.669	.586
Management (k = 8)	.746	.788
Total Test (k = 25)	.858	.788

Validation of Instrument

The questionnaires were validated by using the curricular and the empirical methods. The curricular method simply involves checking the validity through the content of the instrument (Lien, 1971). A jury was selected to validate the questionnaires for content, thus minimizing interpretation problems. The jurors were selected on the basis of their experience with disadvantaged persons and their expertise in vocational industrial education. The jury consisted of (1) selected graduate and research assistants in the vocational industrial education program at The Pennsylvania State University, (2) faculty members in the Division of Occupational and Vocational Studies at The Pennsylvania State University, (3) a graduate assistant with expertise in urban education from the Man-Environment Relations Department at The

Pennsylvania State University, (4) a faculty member from the College of Agriculture at The Pennsylvania State University, and (5) the coordinator for the disadvantaged and handicapped of the Pennsylvania Department of Education in Harrisburg, Pennsylvania. Each juror was given the opportunity to raise specific questions and indicate misgivings or misunderstandings. Jury members were also encouraged to add, delete or alter competencies. After many revisions, the final questionnaires were drawn up and field-tested by a pilot group of vocational teachers in Harrisburg, Pennsylvania.

The empirical method was used to check the validity of the instrument. With this method, the correlation coefficients indicated the degree of relationship among the three sections. In this regard, Lien (1971) stated that "the method of checking the validity of a set of scores by the empirical method is through the technique of correlation" (p. 44).

Factor analysis was used to determine the placement and correlation of each competency within the section as displayed in Table 7. Item 9 in the first section (Execution of Instruction) would fit better if placed in the second section (Interpersonal and Group Relations). The factor analysis within the group was .25 and .33 respectively which represents a displacement of competency nine. The larger value should be first. The competency "Ability to perceive the world from the students' point of view" was analyzed as being better suited for the second section, Interpersonal and Group Relations, rather than its present placement in Execution of Instruction. Table 7 contains additional factor analysis data.

TABLE 7

CORRELATION BETWEEN ITEM AND SECTION FOR THE COMPETENCY WITHIN THE THREE SECTIONS

Item	Section Number	Section Names and Numbers 1 Execution of Instruction	 2 Interpersonal and Group Relations	 3 Classroom Management
1	1	.472	.224	.155
2	1	.528	.231	.273
3	1	.630	.380	.411
4	1	.318	.269	.125
5	1	.580	.167	.388
6	1	.706	.508	.475
7	1	.495	.272	.371
8	1	.648	.313	.476
9	1	.258*	.330	.069
10	2	.039	.453	.147
11	2	.285	.554	.320
12	2	.332	.541	.285
13	2	.396	.637	.427
14	2	.431	.635	.349
15	2	.496	.620	.449
16	2	.271	.628	.386
17	2	.338	.508	.411
18	3	.350	.317	.526
19	3	.324	.318	.558
20	3	.478	.476	.635
21	3	.345	.345	.624
22	3	.291	.321	.601
23	3	.374	.501	.661
24	3	.372	.261	.579
25	3	.340	.357	.602

*Represents displacement of this competency.

Analysis

The statistical methods used in this investigation included (1) FRANM--Frequency Analysis of Multiple Choices; (2) LIKRT--Likert Attitude Scale Analysis; (3) Pearson Product Moment Correlation (Mini Tab II); and (4) the Two Sample t'Test (Mini Tab II). These computer programs were best suited for the design of this study. The FRANM program was used to tally all data without manual sorting. The Frequency Analysis of Multiple Choices (FRANM) performed frequency analysis on single-digit variables or items. The output from FRANM provided frequency distributions, means, and standard deviations on the rank order of each of the competencies and on the alternative statements, indicated by vocational administrators and vocational teachers who completed and returned the questionnaires.

The Likert Attitude Analysis provided the mean and standard deviation for each competency on the questionnaire. An analysis of each of the three sections, Execution of Instruction, Interpersonal and Group Relations, and Classroom Management, was provided. An analysis of all sections and correlation coefficients among the sections were also provided.

The Pearson Product Moment Correlation identified those relationships that occurred among the sample groups (vocational administrators and teachers) and selected demographic variables. For example, if one wished to know the correlation between a leader's experience and how they responded to a given question, a Pearson Product Moment Correlation provided this information.

Finally, the fourth program, the Two Sample t'Test, identified the differences between the sample groups and their responses to the

25 pedagogical competencies. The statistical programs used in this investigation were taken from the computation center collection at The Pennsylvania State University. The alpha level of .05 was used in determining the statistical significance of the questions presented in the statement of the problem.

CHAPTER IV

FINDINGS

Introduction

This section reports the findings that resulted from the investigation of each of the questions raised in the statement of the problem. The author presents and discusses statistical information in this chapter only to the extent necessary for interpreting the data. Conclusions concerning the data appear in Chapter V.

Before the findings related to the questions are discussed, some background information about the return of the questionnaires should be presented. Table 8 depicts the return frequencies and percentages. As this table shows, the city of Johnstown had the highest percentage of returns (27 of 35, or 77 percent) and the city of Erie had the lowest (17 of 47, or 36 percent). Philadelphia, the largest city in Pennsylvania and the fourth largest in the United States, had the second lowest percentage of returns (64 or 135, or 47 percent).

General Background Data

The data presented in this section provide a comprehensive description of the samples used in this study in terms of job titles, the highest degrees or certificates held, age and sex, total years of experience in curriculum instruction, years in their present positions, years of experience working with the disadvantaged, and ethnic background.

It should be noted that the calculations involving numbers of respondents differ because of missing responses on the questionnaires.

In many cases, vocational administrators and teachers failed to respond to several items without giving any reasons. Moreover, some percentages may not equal 100 because of rounding.

TABLE 8

BACKGROUND DATA REPORTED AS FREQUENCIES AND PERCENTAGES OF VOCATIONAL ADMINISTRATORS AND TEACHERS OF THE SAMPLE CITIES

Sample Cities	Color of Instrument	Persons Contacted	Total Returns	Percentages
Teachers				
Erie	Green	47	17	36
Johnstown	Yellow	35	27	77
Pittsburgh	Pink	64	42	66
Philadelphia	Blue	135	64	47
		281	150	53
Administrators				
AVTS Directors	Yellow	164	90	55
Coordinator/ Supervisors				
Curriculum Specialists				

Job Title

Table 9 shows both the job titles of the respondents and the frequencies and percentages of questionnaire returns among the groups of vocational administrators and teachers. Table 9 also shows that 87 vocational administrators responded to the question concerning job title. It should be noted, however, that three persons did not respond to this question, which made it impossible to determine their administrative titles. Most of the administrators who returned the questionnaires were AVTS Directors, N = 48 (55 percent). The combined group of curriculum coordinators and supervisors returned 32 (37 percent) questionnaires; the curriculum specialists from the Pennsylvania Department of Education returned seven (8 percent) questionnaires. In reporting the frequencies and percentage of vocational teachers, 150, or 53 percent, indicated their position as a classroom teacher or instructor. The term "present position" was used on the vocational teacher questionnaire instead of the term "job title."

TABLE 9

JOB TITLE REPORTED AS FREQUENCIES AND PERCENTAGES OF VOCATIONAL ADMINISTRATORS AND TEACHERS

Administrators*	Frequency	Percentage
AVTS Director	48	55
Coordinator/ Supervisor	32	37
Curriculum Specialist	7	8
Total	87*	100
Teachers		
Vocational Teachers from the Sample Cities	150	100
Total	150	100

*Three persons omitted this item on the questionnaire.

It should be noted that the minority population in the sample cities is not proportionate to the number of minorities with top level job titles. Only 3 of 87, or 3 percent, of the administrators and 36 of 150, or 24 percent, of the teachers represented minority groups. Sheppard and Protinsky (1976) states that disadvantaged students should acquire some learning experiences from educators of a minority background to increase their aspirations for higher social mobility. Moreover, Kemp's study (1966) suggested that these educators should serve as role models, providing evidence that there is hope for moving up the social ladder and becoming more productive in society.

Degree or Certificate

Table 10 shows that a large percentage of the vocational administrators contacted had master's degrees. Sixty-five, or 73 percent, of the vocational administrators had master's degrees; and 12, or 13 percent, had doctorates. Seventy-four, or 50 percent, of the vocational teachers had master's degrees; two had doctorates. This information seems to indicate that vocational educators in the inner-city place a high degree of importance on post-baccalaureate study and advanced degrees. A distribution of the respondents and their earned degrees appears in Table 10.

Age

The respondents represented a wide age range. As Tables 11 and 12 show, most of the respondents in both groups were over 42 years of age. The average age of the vocational administrators was 46, and the average age of the teachers was 43. As indicated in Table 11, the largest number of vocational administrators was concentrated in the 47 to 51 age group (21 of 85, or 24 percent), and the second largest was in the 42 to 46 age group (17 of 86, or 20 percent). Table 12 shows the age distribution of the vocational teachers, with the largest group being in the 52 to 56 age bracket (23 of 147, or 16 percent). Two age groups produced nearly identical percentages: 47 to 51 (22 of 147, or 15 percent) and 42 to 46 (21 of 147, or 14 percent). The ages ranged between 25 and 65 for the two comparison groups.

TABLE 10

FREQUENCIES AND PERCENTAGES OF VOCATIONAL ADMINISTRATORS AND TEACHERS CONCERNING THEIR DEGREE OR CERTIFICATE HELD AND THEIR SEX

Variable	Administrator*		Teacher**	
	Frequency	Percentage	Frequency	Percentage
Degree or Certificate Held				
Doctorate	12	13	2	1
Master's	65	73	74	50
Bachelor	10	11	39	26
Associate	0	0	8	5
Certificate	2	2	25	17
Total	89	99	148	99
Sex				
Male	80	91	102	68
Female	8	9	47	32
Total	88	100	149	100

*Two vocational administrators omitted responding to the above categories.

**Two vocational teachers omitted responding to the above categories.

These findings, and the visitations made to many of the schools, tend to suggest that there is a wide age gap between the educators and their vocational students. This gap could possibly, but need not necessarily, hamper communications.

TABLE 11

AGE OF ADMINISTRATORS RESPONDING TO THE QUESTIONNAIRE

Age of Group	Frequency of Responses	Percent of Responses
22 - 26 years	4	5
27 - 31 years	4	5
32 - 36 years	5	6
37 - 41 years	7	8
42 - 46 years*	17	20
47 - 51 years	21	24
52 - 56 years	14	16
57 - 61 years	9	10
62 - 66 years	4	5
67 years and older	0	0
Total	85	99

*The average age of the administrators was 46.

Note: Five respondents did not respond to this item on the questionnaire.

TABLE 12

AGE OF VOCATIONAL TEACHERS RESPONDING TO THE QUESTIONNAIRE

Age of Group	Frequency of Responses	Percent of Responses
22 - 26 years	14	10
27 - 31 years	10	7
32 - 36 years	17	12
37 - 41 years	18	12
42 - 46 years*	21	14
47 - 51 years	22	15
52 - 56 years	23	16
57 - 61 years	11	7
62 - 66 years	11	7
67 years and older	0	0
Total	147	100

*The average of the total group was 43.

Note: Three respondents did not respond to this item on the questionnaire.

Sex

The data for this variable are also shown in Table 10. As this table shows, most of the vocational administrators and teachers were males. There were 80 male administrators but only eight females. A greater percentage of females occupied classroom positions than administrative positions. Forty-seven female vocational teachers (47 of 149, or 32 percent) were occupying classroom positions, an increase of 23 percent over the administrator sample. Table 10 also shows that 102 of 149, or 68 percent of the teacher respondents, were males. As noted earlier, the calculations involving number of respondents differ because of missing responses on the questionnaires.

Years in Curriculum Instruction

The distribution of the number of years of experience in curriculum instruction development indicated by the vocational administrators is illustrated in Table 13. This table shows the average tenure administrators in curriculum instruction to be 15 years. The largest group of administrators (19 of 85, or 22 percent) had from 10 to 14 years of experience; the second largest group (15 of 85, or 18 percent) had from 20 to 24 years of experience in curriculum instruction. The term "curriculum instruction" for the purposes of this study refers to the development of guidelines, courses of study, and other educational materials that teachers use in the classroom.

TABLE 13

FREQUENCIES AND PERCENTAGES OF VOCATIONAL ADMINISTRATORS BASED ON THEIR NUMBER OF YEARS IN CURRICULUM INSTRUCTION

Years in Curriculum Instruction	Frequency of Responses	Percent of Responses
0 - 4	11	13
5 - 9	14	16
10 - 14	19	22
15 - 19*	12	14
20 - 24	15	18
25 - 29	8	9
30 - 34	1	1
35 or more	5	6
Total	85	99

*The average number of years that administrators worked in curriculum instruction was 15.

Note: Five persons did not respond to this item on the questionnaire.

Years in Present Position

Table 14 shows nearly two-thirds of the vocational administrators (54 of 85, or 64 percent) to be "seasoned professionals" with five or more years of experience in their present positions. It also shows that the largest group of administrators was concentrated in the 5- to 9-year bracket (37 of 85, or 44 percent) with six as the average number of years in their present positions.

TABLE 14

FREQUENCIES AND PERCENTAGES OF VOCATIONAL ADMINISTRATORS BASED ON NUMBER OF YEARS IN THEIR PRESENT POSITION

Years in Present Position	Frequency of Responses	Percent of Responses
0 - 4	31	36
5 - 9*	37	44
10 - 14	13	15
15 - 19	1	1
20 - 24	2	2
25 - 29	1	1
30 - 34	0	0
35 or more	0	0
Total	85	99

*The average number of years that administrators worked in their present positions was six.

Note: Five persons did not respond to this item on the questionnaire.

All of the vocational teachers had a minimum of two years in their present positions. As indicated in Table 15, the largest group of teachers (44 of 147, or 30 percent) were in the 5- to 9-year bracket, and the second largest group (33 of 147, or 22 percent) ranged from 10 to 14 years. One hundred ten vocational teachers (75 percent) had between 5 and 35 years of classroom experience.

TABLE 15

FREQUENCIES AND PERCENTAGES OF VOCATIONAL TEACHERS BASED ON NUMBER OF YEARS IN THEIR PRESENT POSITION

Years in Present Position	Frequency of Responses	Percent of Responses
0 - 4*	37	25
5 - 9	44	30
10 - 14**	33	22
15 - 19	25	17
20 - 24	6	4
25 - 29	0	0
30 - 34	1	1
35 or more	1	1
Total	147	100

*The minimum number of years of teaching experience or years in present position for any teacher was two years.

**The average number of years of teaching for the total group was 10.

Note: Three persons did not respond to this item on the questionnaire.

Experience With the Disadvantaged

Most of the vocational administrators indicated that they had had little experience with disadvantaged students. Specifically, Table 16 shows that 64 percent (54 of 85) reported having from one to four years of experience working with disadvantaged students. The average number of years administrators reported having worked with this special group was five. Twenty-one percent of the administrators reported having worked from five to nine years with the disadvantaged. One administrator reported 35 years of work with disadvantaged students. The findings indicated, however, no significant differences in the response rate of administrators, based on their experience with disadvantaged students. These findings will be discussed later in this chapter.

Table 17 shows the distribution of years of experience of vocational teachers working with the disadvantaged. The largest concentration of teachers for this variable ranged between one and four years (61 of 147, or 41 percent). The second largest group had a range of from 10 to 14 years. The average number of years of experience with disadvantaged students reported by the teachers' group was seven. The findings revealed no significant differences in the responses of vocational teachers with experience teaching disadvantaged students versus those without this experience. Additional information concerning these two variables will be discussed later in this chapter under research questions seven and eleven.

TABLE 16

FREQUENCIES AND PERCENTAGES OF NUMBER OF YEARS ADMINISTRATORS HAD WORKED WITH DISADVANTAGED STUDENTS

Years Working With the Disadvantaged	Frequency of Responses	Percent of Responses
0 - 4	54	64
5 - 9*	18	21
10 - 14	6	7
15 - 19	2	2
20 - 24	2	2
25 - 29	2	2
30 - 34	0	0
35 or more	1	1
Total	85	99

*The average number of years of the administrators working with disadvantaged students was five.

Note: Five persons did not respond to this item on the questionnaire.

TABLE 17

FREQUENCIES AND PERCENTAGES OF NUMBER OF YEARS TEACHERS HAD WORKED WITH DISADVANTAGED STUDENTS

Years Teaching the Disadvantaged	Frequency of Responses	Percent of Responses
0 - 4	61	41
5 - 9*	26	18
10 - 14	37	25
15 - 19	15	10
20 - 24	5	3
25 - 29	1	1
30 - 34	1	1
35 or more	1	1
Total	147	100

*The average number of years of the teachers' group teaching disadvantaged students was seven.

Note: Three persons did not respond to this item on the questionnaire.

Ethnic and Racial Background

The vocational administrators and teachers placed themselves into the six ethnic or racial background categories shown in Table 18. The classification distributions included no American Indians; 39 Black Americans (3 of 87, or 3 percent for administrators; and 36 of 148, or 24 percent for teachers); no Oriental Americans; one American of Spanish origin (1 of 148, or 1 percent for teachers); 190 White Americans (84 of 87, or 97 percent for administrators and 106 of 148; or 72 percent for teachers); and five from among other ethnic backgrounds (5 of 148, or 3 percent for teachers). As illustrated in Table 18, the vast majority of all respondents classified themselves as White Americans (190 of 235, or 81 percent). It should be noted that Blacks represented only 24 percent of the teaching positions in the inner-city schools surveyed. Nevertheless, the author found no significant differences among the responses from the various ethnic and racial groups. This particular finding contravened the research literature reviewed. For example, Sheppard's (1976) study suggests that there are significant differences between ethnic or racial groups --especially Blacks and Whites. More detailed information concerning these two groups can be found in research question eleven.

Vocational Administrators' and Teachers' Responses to the Competencies

Vocational Administrators

The 25 pedagogical competencies were divided into three areas--Execution of Instruction, Interpersonal and Group Relations, and Management. Tables 19, 20, and 21 present the distribution of percentages, the mean, and the percent total for each competency for the administrative group.

TABLE 18

FREQUENCIES AND PERCENTAGES OF VOCATIONAL ADMINISTRATORS AND TEACHERS RESPONDING TO THE QUESTIONNAIRE BY THEIR ETHNIC BACKGROUND

Category	Administrator*		Teacher**	
	Frequency	Percentage	Frequency	Percentage
American Indian	0	0	0	0
Black American	3	3	36	24
Oriental American	0	0	0	0
American of Spanish Origin	0	0	1	1
White American	84	97	106	72
Other Nationalities	0	0	5	3
Total	87	100	148	100

*Three vocational administrators did not respond to the above categories.

**Two teachers did not respond to the above categories.

As noted in Table 19, most of the competencies received high ratings--"very important," "important," or "of some importance"--with a mean value between 3.51 and 4.49. The two remaining ratings, "little importance" and "no importance," received few responses from the administrators. Based on these results, it seems that the questionnaire did not effectively discriminate among the competencies. The high ratings may have been attributable to the small number of competencies with little or no importance; thus many of the respondents

TABLE 19

PERCENTAGE, MEAN, AND PERCENT TOTAL OF RESPONSES TO SECTION I (EXECUTION OF INSTRUCTION) FOR VOCATIONAL ADMINISTRATORS' SAMPLE

Item	Competency	Percentages of Degree of Importance* VI	I	SI	LI	NI	Mean	Percent Total
1	Ability to identify and recognize problems without having to have them pointed out by others.	No analyses, used as example in the study.						
2	Ability to cope with unpleasant remarks made by students.	56	38	5	1	0	4.49	100
3	Knowledge of community religious activities.	14	37	40	8	2	3.51	101
4	Ability to relate learning to student experiences and past learning.	56	38	5	1	0	4.49	100
5	Knowledge of undercurrents on students' behavior in the classroom.	45	42	11	1	1	4.28	100
6	Ability to analyze problems in a logical methodical manner.	55	36	7	1	1	4.42	100
7	Ability to differentiate the significant from the less significant and arrive at a sound conclusion.	44	39	13	1	3	4.19	100
8	Ability to recognize heavy drug users in the classroom.	56	33	8	2	1	4.40	100
9	Ability to perceive the world from the students' point of view.	51	42	6	1	0	4.43	100

*VI = Very Important, I = Important, SI = Some Importance, LI = Little Importance, and NI = No Importance.

may have been encouraged to view everything on the questionnaire as very important or important. (See Appendices A and B for further information.) Each of the competency ratings used the five-point Likert Scale. Thus, one point was assigned to the rating "no importance" and five points to the rating "very important." Competency three, "knowledge of community religious activities," received the lowest rating of the first nine competencies, a mean value of 3.51. Only 10 percent of the respondents rated this competency as having little or no importance, while 90 percent of the administrators felt it had varying amounts of importance. This response suggests that teachers should have at least some knowledge of their students' community religious activities. This knowledge might be useful in planning certain class activities for students of diverse cultural settings.

The remaining competencies, two through nine, in Table 19 received very high ratings with mean values of from 4.19 to 4.49. These competencies pertained to coping with unpleasant remarks made by students, associating learning with student experience and past learning, the students' behavior in the classroom, and other areas bearing on execution of instruction. The high mean values tend to suggest that many administrators felt strongly that teachers should be competent in these areas. But the competency pertaining to community religious activities was not viewed as favorably as most of the other competencies. Ferguson's study (1972) concurs with the findings of the present study and many of Ferguson's teaching characteristics are similar to the 25 pedagogical competencies used in this study.

Table 20 reports the administrators' feelings on Section II, Interpersonal and Group Relations. This table shows competencies 10 through 17 receiving mean values that range from 3.77 to 4.63. For example, competency 14, "ability to encourage students to speak out freely," received the lowest rating of the eight competencies in this section, a mean value of 3.77. Slightly more than half of the administrators (52 percent) indicated that this competency was important, but only 15 percent felt that it was very important. Twenty-eight percent of the respondents did not place a high value on encouraging students to speak freely. But they indicated that this item was of some importance. The remaining administrators (5 percent) felt that this competency was of little or no importance.

Moreover, the other seven competencies, 10 through 17 excluding number 14 in this section received very high ratings from the respondents. For example, these competencies received mean values that ranged from 4.10 to 4.63, which indicated that the administrators considered these competencies either important or very important. These pedagogical competencies could, however, relate to any group of students regardless of their ethnic or racial background. Research by Ferguson (1972) suggested that teachers working in the inner-city are more effective if they possess certain pedagogical competencies. These competencies pertained to getting along well with others, creating a tension-free classroom atmosphere, establishing rapport with students and parents, and other interpersonal and group relations. These pedagogical competencies relate more to intrinsic values, and they seem to enhance the effective teaching of disadvantaged students.

TABLE 20

PERCENTAGE, MEAN, AND PERCENT TOTAL OF RESPONSES TO SECTION II (INTERPERSONAL AND GROUP RELATIONS) FOR VOCATIONAL ADMINISTRATORS' SAMPLE

Item	Competency	Percentages of Degree of Importance*					Mean	Percent Total
		VI	I	SI	LI	NI		
10	An understanding of students with personal problems.	57	34	7	2	0	4.45	100
11	Ability to create a tension-free classroom atmosphere.	70	24	6	0	0	4.63	100
12	Ability to deal with hyperactive students.	32	50	13	5	0	4.10	100
13	Knowledge of students' backgrounds and their way of life.	35	46	17	2	0	4.14	100
14	Ability to encourage students to speak out freely.	15	52	28	4	1	3.77	100
15	Ability to establish and maintain an atmosphere conducive to teacher-pupil planning.	45	37	14	4	0	4.24	100
16	Extensive knowledge of subject matter.	44	38	16	1	1	4.23	100
17	Ability to introduce a lesson.	54	37	9	0	0	4.44	100

*VI = Very Important, I = Important, SI = Some Importance, LI = Little Importance, and NI = No Importance.

In Table 21, Section III, competencies 18 through 25 pertained to classroom management. Again the FRANM statistical program was used to determine the mean values of the competencies in Section III, Classroom Management. The mean ranged from 3.29 (which indicates some importance) to 4.79 (which is close to being very important). An example from this section, competency 19, "knowledge of literature dealing with black dialect," received the lowest mean value of 3.29 for this section. Seventeen percent of the respondents rated competency 19 of little or no importance. Those respondents failed to see the importance of this competency, even though much of the literature reviewed indicated that teachers should consider the dialect of blacks and other minorities as a systematic language in order to communicate with them effectively (Banks, 1976; Sheppard and Protinsky, 1976). The remaining 84 percent felt that knowledge of black dialect was "very important," "important," or of "some importance."

The seven other competencies, 18 through 25 excluding number 19, received very high ratings with mean values ranging from 4.02 to 4.79. The high mean values indicate that the respondents considered these competencies very important to the effective teaching of disadvantaged students. This group of pedagogical competencies pertained to disciplinary action for student acts, establishing rapport with the students' parents and relatives, controlling outbursts of fighting, and other areas of classroom management. Ferguson's study also concurred with the pedagogical competencies in the classroom management section. Moreover, most administrators seem to feel that vocational teachers should assume responsibility for handling many of the routine problems that occur within their classrooms.

TABLE 21

PERCENTAGE, MEAN, AND PERCENT TOTAL OF RESPONSES TO SECTION III (CLASSROOM MANAGEMENT) FOR VOCATIONAL ADMINISTRATORS' SAMPLE

Item	Competency	Percentages of Degree of Importance*					Mean	Percent Total
		VI	I	SI	LI	NI		
18	Knowledge of the disciplinary action for students' act or behaviors.	41	49	8	2	0	4.28	100
19	Knowledge of literature dealing with black dialect.	10	30	44	13	4	3.29	101
20	Ability to establish a rapport with students' parents, relatives, or guardians concerning his progress in the classroom.	46	41	9	0	4	4.26	100
21	Ability to get along well with other faculty members . . . being cooperative rather than a loner.	26	54	18	1	1	4.02	100
22	Ability to assist students in developing their initiative.	61	34	5	0	0	4.56	100
23	Ability to communicate effectively with students.	83	12	5	0	0	4.79	100
24	Understanding of the cause of a student's behavior.	58	34	7	1	0	4.48	100
25	Ability to control outbursts of fighting, aggressiveness or overcompetitiveness.	54	38	6	2	0	4.44	100

*VI = Very Important, I = Important, SI = Some Importance, LI = Little Importance, and NI = No Importance.

Vocational Teachers

Tables 22, 23, and 24 present the distribution of percentages, the mean, and the rank order of the competencies as determined by the teachers. In these three tables, vocational teachers were asked to rank the order of importance of each of the competencies after rating them. They were instructed to let the number one represent their most important choice, the number two their next important, and so forth.

The competencies were divided into three sections: (1) Execution of Instruction, shown in Table 22; (2) Interpersonal and Group Relations, shown in Table 23; and (3) Management, shown in Table 24. As can be seen in Table 22, most of the competencies in this section were rated high by the vocational teachers, except for competencies two, five, and seven. These items received low mean values that ranged from 3.49 to 3.86, which indicates that the teachers considered these competencies of some importance, but not as important as the other six. These three competencies pertained to unpleasant remarks made by students, student behavior in the classroom, and an ability to differentiate the significant from the less significant. The other six competencies, one, three, four, six, eight, and nine received very high response ratings with mean values of from 4.00 to 4.65. Based on the FRANM statistical program, these data suggest that teachers consider these competencies very important. For example, competency nine, "ability to perceive the world from the students' point of view," received the highest mean value of 4.65 (from a maximum value of 5.00), which indicates that teachers consider the students' point of view as significant. Indeed, vocational students today seem to be more perceptive and articulate than traditionally stereotyped vocational

TABLE 22

PERCENTAGE, MEAN, AND RANK ORDER OF RESPONSES TO SECTION I (EXECUTION AND INSTRUCTION) FOR THE VOCATIONAL TEACHERS' SAMPLE

Item	Competency	Percentages of Degree of Importance* VI	I	SI	LI	NI	Mean	Rank Order of Importance
1	Ability to identify and recognize problems without having to have them pointed out by others.	50	38	8	4	1	4.31	3
2	Ability to cope with unpleasant remarks made by students.	25	30	31	8	5	3.49	9
3	Knowledge of community religious activities.	38	40	18	4	1	4.10	5
4	Ability to relate learning to student experiences and past learning.	69	25	5	1	0	4.63	2
5	Knowledge of undercurrents on students' behavior in the classroom.	25	41	31	3	1	3.86	7
6	Ability to analyze problems in a logical methodical manner.	43	38	16	3	0	4.22	4
7	Ability to differentiate the significant from the less significant and arrive at a sound conclusion.	26	40	27	7	0	3.85	8
8	Ability to recognize heavy drug users in the classroom.	35	38	20	6	1	4.00	6
9	Ability to perceive the world from the students' point of view.	69	27	3	1	0	4.65	1

*VI = Very Important, I = Important, SI = Some Importance, LI = Little Importance, and NI = No Importance.

students. Today's students have more to say concerning their selection of careers and educational programs; and many teachers, according to their responses, want to acquire competence in understanding their students (see Tables 22, 23, and 24 for further information).

In Table 23, Interpersonal and Group Relations, most of the competencies received high ratings--"very important," "important," or of "some importance"--with mean values ranging from 3.88 to 4.70. The two other response categories, "little importance," and "no importance," received very few responses, as shown in the table. Competency one, "an understanding of students with personal problems," received the lowest rating, 3.88. This rating indicates that teachers placed some importance on the many personal problems of disadvantaged students, such as poor self-concept, broken homes, health problems, and many others. These findings also suggest that many teachers do not actually consider students' personal problems as a strong priority in their instructional program. By contrast, Ridini and Madden (1975) suggested that disadvantaged students are troubled by many problems of an interpersonal nature. Therefore, vocational teachers need to be more aware of their students' personal problems in order to enhance the learning process within the classroom.

Competencies two through eight received mean values that ranged from 4.01 to 4.72, which suggests that teachers consider these competencies very important. Based on the response rates and mean values in Table 23, most teachers indicated that competencies concerning classroom atmosphere, hyperactive students, a knowledge of the subject matter, and other interpersonal competencies were more important than those concerning an understanding of students with personal problems.

TABLE 23

PERCENTAGE, MEAN, AND RANK ORDER OF RESPONSES TO SECTION II (INTERPERSONAL AND GROUP RELATIONS) FOR THE VOCATIONAL TEACHERS' SAMPLE

Item	Competency	Percentages of Degree of Importance*					Mean	Rank Order of Importance
		VI	I	SI	LI	NI		
1	An understanding of students with personal problems.	29	38	25	7	1	3.88	8
2	Ability to create a tension-free classroom atmosphere.	57	40	4	0	0	4.52	2
3	Ability to deal with hyperactive students.	32	47	18	3	1	4.05	6
4	Knowledge of students' backgrounds and their way of life.	32	46	19	3	1	4.00	5
5	Ability to encourage students to speak out freely.	61	28	9	3	0	4.46	3
6	Ability to establish and maintain an atmosphere conducive to teacher-pupil planning.	55	32	9	3	1	4.37	4
7	Extensive knowledge of subject matter.	31	43	21	3	1	4.01	7
8	Ability to introduce a lesson.	77	21	1	1	1	4.70	1

*VI = Very Important, I = Important, SI = Some Importance, LI = Little Importance, and NI = No Importance.

This phenomenon may be accounted for by the middle-class background of many vocational teachers. Graham (1975) concurred with this interpretation and indicated that because of their middle-class background, many educators find it hard to understand the interpersonal problems of persons from the lower socioeconomic classes.

In Table 24, Classroom Management, all of the competencies received very high ratings from the teachers except one, competency two. This competency concerns a knowledge of the literature of dealing with black dialect. It received the lowest response rating of the 25 competencies (2.39 mean value from a maximum value of 5.00) from the vocational teachers. Moreover, the vocational administrators revealed similar feelings concerning the importance of this particular competency. Based on the results from the FRANM statistical program, both groups tend to suggest that teachers need not possess a knowledge of black dialect, a profound contradiction to the literature reviewed. Further comments concerning this issue are presented in Chapter V.

The data seem to indicate that most teachers place little or no importance on this competency. Much of the literature reviewed tends to suggest, however, that vocational educators should be able to understand and interpret what a student is saying without embarrassing him. Competencies one, three, four, five, six, seven, and eight received mean values from 2.82 to 4.32. These competencies concerned the following situations: disciplinary action for student acts; the cause of student behavior; controlling outbursts of fighting; and other areas of classroom management. For example, the vast majority of respondents rated competency six (4.32 mean value) as the most important competency within Section III. This particular

TABLE 24

PERCENTAGES, MEAN, AND RANK ORDER OF RESPONSES TO SECTION III (CLASSROOM MANAGEMENT) FOR THE VOCATIONAL TEACHERS' SAMPLE

Item	Competency	Percentages of Degree of Importance*					Mean	Rank Order of Importance
		VI	I	SI	LI	NI		
1	Knowledge of disciplinary action for students' acts or behaviors.	27	46	20	8	0	3.91	6
2	Knowledge of literature dealing with black dialect.	5	8	31	30	25	2.39	8
3	Ability to establish a rapport with students' parents, relatives, or guardians concerning his progress in the classroom.	33	46	19	1	0	4.12	5
4	Ability to get along well with other faculty members . . . being cooperative rather than a loner.	39	46	14	1	0	4.22	2
5	Ability to assist students in developing their initiative.	45	35	19	2	0	4.22	3
6	Ability to communicate effectively with students.	47	40	12	1	1	4.32	1
7	Understanding of the cause of a student's behavior.	5	15	44	30	6	2.82	7
8	Ability to control outbursts of fighting, aggressiveness or overcompetitiveness.	40	45	13	1	1	4.21	4

*VI = Very Important, I = Important, SI = Some Importance, LI = Little Importance, and NI = No Importance.

competency pertained to a teacher's ability to communicate effectively with students, especially those from the inner city. These data seem to suggest that teachers place high importance on communicating with students effectively without really wanting to learn their language.

Suggested Instructional Alternatives as Indicated by Vocational Administrators

Brief Introduction

Vocational administrators were asked to use their knowledge and experience in curriculum instruction to suggest some instructional alternatives for classroom teachers--alternatives that if identified and adopted might promote a vocational teacher's success in teaching disadvantaged persons. These alternatives will be discussed individually in three sections: (1) Execution of Instruction, (2) Interpersonal and Group Relations, and (3) Classroom Management. The "best alternatives" suggested by the administrators were placed in Tables 25 through 48. (See Appendix C for further information.) The tables were placed in the Appendix to promote reading continuity.

As noted earlier, the claculations for this study were computed differently because of missing responses on most of the questionnaires. The instructional alternatives were arranged in the following categories: (1) type of activity promoting competency; (2) necessary teacher qualifications for effective delivery; (3) facilllies or equipment needed for effective delivery; (4) instructional materials (such as films and slides), and (5) additional staffing necessary for enhancing teaching effectiveness.

General Discussion of Alternatives for Competencies in Section I, Execution of Instruction

Using competencies two through nine as individual paragraph heading, the author will first discuss the instructional alternatives for the pedagogical competencies in Execution of Instruction, and briefly explain the implications of the alternatives for each of the competencies as they were indicated by the vocational administrators. The alternatives for this section pertain to the following pedagogical competencies: coping with unpleasant remarks, community religious activities; relating learning to the students' experiences and past learning; undercurrents of student behavior; analyzing problems in a logical, methodical manner; differentiating the significant from the less significant; recognizing heavy drug users in the classroom; and perceiving the world from the students' points of view. It should be noted that competency one and its alternatives were used as an example; therefore, no discussion of that competency appears here. Further information concerning this particular competency and its alternatives may be obtained from the vocational administrators' questionnaire in Appendix A.

Instructional Alternatives for Competency Two, "Ability to Cope With Unpleasant Remarks Made by Students." Vocational administrators suggested several alternatives that teachers might use to cope with unpleasant remarks made by students. One alternative would be for teachers to utilize the services of aides (para-professional) and resource persons from the community. Another alternative focused on the use of a large classroom with adequate equipment for teachers.

These alternatives would give teachers more time for individualized instruction, which could lead to positive interaction with most students. A third alternative that teachers could use pertains to the teacher's qualifications and participation outside the classroom. Several vocational administrators (42 percent) suggested that teachers acquire more experience in such professional urban activities as membership in the Neighborhood Youth Corp (NYC), Police Athletic League (PAL), and other community organizations. These organization can help teachers obtain more knowledge about their students' personal lives and habits in non-academic settings. The fourth alternative suggested by vocational administrators to help teachers cope with unpleasant remarks made by students pertains to various counseling activities including individual or group counseling. More than half of the administrators (60 percent) indicated their preference for one of these activities. Most administrators tend to feel that teachers could enhance their instructional program by effectively counseling students and showing them the need for self-improvement. Moreover, these counseling activities would reduce the frustration and restlessness in many students that often prompt unpleasant remarks.

Other alternatives were suggested by administrators to help promote this competency. These alternatives pertain to role-playing activities, instructional films, and others. The four alternatives previously mentioned were, however, the most preferred. Additional information may be obtained from Table 25 (see Appendix C).

Instructional Alternatives for Competency Three, "Knowledge of Community Religious Activities." The instructional alternatives for the attainment of competence in knowing about community religious activities as indicated by most of the administrators (74 percent) tend to suggest that teachers invite community resource persons (possibly neighborhood clergymen) to help them by disseminating information concerning the religious customs and mores within the community. Many religious service agencies employ people trained to handle the delicate matter of religious topics as they are presented today. These resource persons often have the materials, the audio-visual equipment, and the know-how to obtain and hold the attention of young students.

Another strongly suggested alternative focused on counseling activities. Seventy-one percent of the administrators felt that teachers needed more training in individual and group counseling in order to enhance the delivery of the community religious competency. The counseling activities would undoubtedly help teachers understand the denominational preferences of their students. Moreover, teachers need to be aware of the religious customs and mores of their students so that they can better plan and conduct class activities.

Two other alternatives favored by administrators pertained to professional experience with urban activities and an instructional film entitled "The Environment on Disadvantaged." More than half of the administrators indicated their preference for these two alternatives, which suggests that teachers should give these areas considerable attention in order to enhance their knowledge of community religious activities. See Table 26 (in Appendix C) for additional data.

Instructional Alternatives for Competency Four, "Ability to Relate Learning to Student Experiences and Past Learning." The alternatives suggested by most administrators for promoting the delivery of a competence in relating learning to student experiences and past learning tend to focus on professional experiences, community resource persons, counseling activities, and adequate facilities and equipment. Vocational administrators implied that teachers should be professionals experienced in urban activities and familiar with inner-city classrooms. This exposure would give them some insight into the disadvantaged students' experiences and past learning.

A majority of administrators (72 percent) also felt that teachers should have some classroom assistance in the form of a community resource person or teacher aide. This assistance would free additional time for teachers to communicate with their students through group or individual counseling. Using the counseling techniques to communicate with students would obviously give teachers additional insight into the students' experiences and past learning and would thus provide them with strategies for future class planning.

Another alternative favored by three-fourths of the administrators pertained to facilities and equipment that might help teachers attain the competence. Vocational administrators seemed to feel that a large classroom, or a large shop laboratory is more conducive to learning than cramped facilities. This response is traditional among trade and industrial educators. See Table 27 for additional information (in Appendix C).

Instructional Alternatives for Competency Five, "Knowledge of Undercurrents of Students' Behavior in the Classroom." The instructional alternatives for this competency proved interesting in terms of the number of responses in the teacher qualifications category. The vast majority of vocational administrators (83 percent) indicated that professional experience in urban activities and special methods courses in teaching inner-city youth were their choices for promoting this competency. Vocational administrators frequently suggested that a professional experienced in urban activities with some previous special methods courses in teaching inner-city youth might prove effective in detecting and handling undercurrents of student behavior in the classroom. In an inner-city classroom, the diverse cultural groups often express hostility toward each other; thus teachers should recognize this problem and attempt to correct it immediately.

Several vocational administrators (72 percent) also suggested the use of such assistants for the teachers as community resource persons and student leaders. These persons might help a teacher detect these undercurrents. Student leaders can prove effective because of the peer-group influence they exert. These assistants could provide teachers with extra time, which might be devoted to group or individual counseling; thus, they might detect undercurrents in this manner. Group counseling might even reduce and resolve the undercurrents in the classroom. Additional data may be obtained in Table 28 (see Appendix C).

Instructional Alternatives for Competency Six, "Ability to Analyze Problems in a Logical Methodical Manner." The vocational administrators suggested that this competency might best be promoted by exposing teachers to inner-city youth and making them aware of the problems of these youths. It should be noted, however, that many of the listed alternatives do not apply to this particular competency. One alternative suggested, however, seems to be quite appropriate. This alternative pertained to the film "Learning Processes in Inner-City Classrooms." This film, the administrators thought, could enhance the learning experience of many teachers by exposing them to some of the things that actually occur in an inner-city classroom. For example, the film exposes teachers to the learning environment of many disadvantaged students outside of the classroom. Teachers also view the home life of the disadvantaged. Kemps' 1966 study concurs with the administrators. It suggests that teachers should acquire some knowledge about the learning process of the disadvantaged. The specified film would assist in the delivery of this competency. Moreover, this alternative could also help teachers analyze the problems of their students, especially those with multicultural backgrounds. See Table 29 for further information (in Appendix C).

Instructional Alternatives for Competency Seven, "Ability to Differentiate the Significant From the Less Significant and Arriving at a Sound Conclusion." Of the alternatives suggested for promoting this competency, none emerged as the most favored. Some administrators had a difficult time suggesting alternatives. (See Table 30 for more details.) Nevertheless, 36 percent of the administrators suggested an alternative that focused predominately on professional experience in urban activities. These activities would undoubtedly give teachers some exposure to inner-city youth and to the learning processes in inner-city schools. Vocational teachers with this experience and exposure might be equipped to differentiate the significant from the less significant and, thus, arrive at sound conclusions.

Instructional Alternatives for Competency Eight, "Ability to Recognize Heavy Drug Users in the Classroom." Since drug use among youngsters has been steadily increasing, vocational administrators could find some of these alternatives extremely useful. More than half of the administrators (62 percent) suggested the use of community resource persons, possibly those trained to deal with teenagers, young adults, and others involved in the drug traffic. These resource persons, coming from the various service agencies, could conduct seminars, workshops, or mini-classes to increase the teachers' sensitivity to the signs of drug use. These instructional services would give many teachers their first opportunity to have actual, hands-on experience with the various drugs; thus, they would be better prepared to recognize them. For example, teachers could recognize students with drug symptoms attributable to LSD, barbiturates, marijuana, heroin, and others.

Once vocational teachers are equipped with this knowledge, they might begin to recognize heavy drug users and attempt to reach them through individual and group counseling--a course of action recommended by 75 percent of the administrators. Those students who could not be reached through counseling should be directed to other agencies equipped to handle their problems. Table 31 (in Appendix C) supplies additional details.

Instructional Alternatives for Competency Nine, "Ability to Perceive the World From the Students' Points of View." The vast majority of vocational administrators (82 percent) seemed to feel that the use of student leaders as well as resource persons would help promote the delivery of this competency. Student leaders might assist teachers by giving them more insight into the behavior of their peers. The knowledge imparted by student leaders would undoubtedly help teachers perceive the world from the students' points of view.

Community resource persons could also help teachers by sharing some of their past experiences with disadvantaged persons to these teachers. This information might carry more authority coming from adults as opposed to student leaders. These resource persons could also conduct group counseling and role-playing sessions, thus allowing teachers more time to spend with students who need individual counseling. Other alternatives are displayed in Table 32 (in Appendix C).

General Discussion of Alternatives for Competencies in Section II, Interpersonal and Group Relations

A frequency and percentage distribution was tabulated on the response rates for each of the alternatives as indicated by the vocational administrators. As noted earlier, the alternatives for this section will be discussed using pedagogical competencies 10 through 17 as paragraph headings. These eight competencies pertain to understanding students with personal problems, creating a tension-free classroom, dealing with hyperactive students, taking account of the students' backgrounds, encouraging students to speak out freely, teacher-pupil planning, acquiring a firm knowledge of subject matter, and introducing a lesson.

Most of the alternatives in this section can be used to help teachers promote the delivery of the pedagogical competencies. But in many cases, all of the alternatives may not be useful and may not even help promote the delivery of the particular competency. Additional data concerning each of the alternatives appear on Tables 33 through 40 in the Appendix.

Instructional Alternatives for Competency 10, "An Understanding of Students With Personal Problems." Most of the administrators strongly suggested three alternatives for teachers to consider to enhance the delivery of this competency. These alternatives focused on the film "The Environment of the Disadvantaged," on individual counseling, and on community resource persons.

More than half of the administrators (57 percent) felt that teachers should see the film "The Environment of the Disadvantaged." This film, the administrators thought, would give teachers more insight into and knowledge concerning disadvantaged persons and would allow them to understand their students' personal problems better.

On the other hand, teachers using the individual counseling alternative (suggested by 56 percent of the administrators) would establish one-to-one contact with their students. Thus, they would usually acquire a better rapport with these students, making it much easier to understand them and the personal problems they face.

Still another alternative suggested by exactly half of the administrators involved community resource persons. Resource persons from the local community agencies could help teachers understand students from diverse backgrounds. Moreover, resource persons tend to be familiar with the needs, interests, and problems of the disadvantaged; therefore, they could be useful to vocational teachers in promoting the delivery of this competency. See Table 33 for further information (Appendix C).

Instructional Alternatives for Competency 11, "Ability to Create a Tension-Free Classroom Atmosphere." Vocational administrators suggested several alternatives to assist teachers in the attainment of competence in this area. Many of the administrators (34 percent) felt that a professional who has had special methods courses in teaching inner-city youth should be able to create a tension-free classroom atmosphere. Forty-three percent of the administrators also felt that the film, "Learning Processes in Inner-City Classrooms," would help teachers recognize situations that create tension within the classroom.

Many more administrators (66 percent) seemed to feel that teacher aides and community resource persons could be useful assistants. These persons could provide additional activities that would produce a harmonious atmosphere, such as group counseling, class demonstrations, and role-playing activities. These activities, if used properly, could reduce tension in the classroom. Further information concerning these instructional alternatives can be found in Table 34 (in Appendix C).

Instructional Alternatives for Competency 12, "Ability to Deal With Hyperactive Students." The vast majority of the administrators (77 percent) recommended the assistance of teacher aides and community resource persons to help vocational teachers operating in a shop or laboratory with adequate facilities to meet the demands of hyperactive students. Hyperactive students demand considerable attention. Their well-being must be maintained and they must be kept still long enough to receive instruction.

The use of additional staff persons in the classroom or shop would undoubtedly allow teachers more time for individualized instruction as well as for individual counseling sessions. Moreover, 47 percent of the administrators felt that teachers could obtain competence in dealing with hyperactive students by utilizing more individual counseling sessions.

Other alternatives were suggested but were difficult to relate to this particular competency. As noted earlier, all of the alternatives do not apply very well to the delivery of some of the competencies. See Table 35 (in Appendix C) for further information about the alternatives suggested.

Instructional Alternatives for Competency 13, "Knowledge of Students' Backgrounds and Their Way of Life." In discussing the alternatives for this competency, slightly more than half of the vocational administrators (54 percent) felt that teachers should have some expertise in urban activities as a part of their teaching qualifications. This expertise would give teachers more insight into, knowledge about, and understanding of their students' backgrounds and their ways of life.

Nearly two-thirds of the administrators (64 percent) suggested group and individual counseling as the most effective alternative to assist teachers in acquiring competence in this area. Vocational teachers could possibly conduct rap sessions with their students, which would allow them to learn even more about their backgrounds.

The alternative concerning additional staffing in the form of community resource persons and teacher aides was strongly recommended by three-fourths of the administrators. As noted earlier, resource persons and teacher aides can be useful to vocational teachers in promoting the delivery of the competencies. Table 36 shows additional alternatives concerning this competency (see Appendix C).

Instructional Alternatives for Competency 14, "Ability to Encourage Students to Speak Out Freely." Encouraging students to speak out can sometimes be difficult. Nevertheless, several alternatives were suggested by administrators as possible strategies for teachers to use to accomplish this task. Role-playing activities were suggested by 41 percent of the administrators as a possible way of encouraging students to speak out freely. Another suggested alternative was to utilize such additional staff persons as teacher aides, community resource persons, and student leaders. This alternative was suggested by the vast majority of administrators. Student leaders, however, were slightly favored over the other two; administrators seemed to feel that the use of student leaders would provide a more informal atmosphere and that this atmosphere would help overcome natural student reticence.

Instructions in group counseling techniques received considerable support as an alternative to promote the delivery of this competency. This alternative would give vocational teachers an opportunity to reach those students who more obviously need encouragement to speak out. See Table 37 (in Appendix C) for additional information concerning this particular competency.

Instructional Alternatives for Competency 15, "Ability to Establish and Maintain an Atmosphere Conducive to Teacher-Pupil Planning." Instructional alternatives for this competency focused on (a) large classrooms with adequate equipment, (b) group counseling, and (c) the instructional film, "Learning Processes in Inner-City Classrooms." Many of the administrators (43 percent) felt that a well-organized classroom with adequate equipment could provide an atmosphere conducive to learning. The general appearance of a vocational classroom usually reflects the learning atmosphere it engenders. Some vocational classrooms tend to be cluttered and disorganized, which does not normally reflect an atmosphere conducive to learning (unless, perhaps, the clutter results from work in progress).

As half of the administrators (51 percent) suggested, instruction in group counseling techniques might be the most effective alternative for maintaining an atmosphere conducive to learning and to teacher-pupil planning. On the other hand, two-thirds of the administrators seemed to feel that vocational teachers should see the film, "Learning Processes in Inner-City Classrooms," an alternative that could help them acquire the competence in question. The film suggests how to motivate and maintain the interest of students with diverse cultures within an inner-city setting. Further information and alternatives are shown in Table 38 (in Appendix C).

Instructional Alternatives for Competency 16, "Extensive Knowledge of Subject Matter." Several vocational administrators (38 percent) suggested the need for teachers to acquire a permanent teaching certificate to promote the attainment of this competency. The permanent teaching certificate indicates, at least nominally, that teachers have had extensive training in their particular subject specialties and therefore they should be knowledgeable in these areas.

Other alternatives suggested by 61 percent of the administrators to enhance the delivery of this competency centered on the use of a shop or laboratory. A traditional shop or laboratory with the proper equipment is essential for vocational teachers determined to demonstrate their expertise in their specialty. Three-fourths of the administrators also suggested the assistance of community resource persons or a teacher's aide to enhance teacher demonstrations and to explain subject matter to their classes. See Table 39 for additional information and alternatives (in Appendix C).

Instructional Alternatives for Competency 17, "Ability to Introduce a Lesson." Again, as suggested in competency 16, vocational administrators seemed to feel a need for teachers to have a teaching certificate--either the initial or the permanent certificate. Some administrators also felt that methods courses and training in the particular subject area might help provide teachers with the ability to introduce a lesson.

Two-thirds of the vocational administrators (67 percent) gave considerable attention to the instructional film "Learning Processes in Inner-City Classrooms." Their responses seemed to imply that teachers should have knowledge of the learning process dealing with inner-city students in order to make the introduction of a lesson more relevant and that this film could provide some of the requisite knowledge. Table 40 shows additional data (in Appendix C) concerning this competency.

General Discussion of Alternatives for Competencies in Section III, Classroom Management

The instructional alternatives to the competencies in this section focus on communication issues. The alternatives in this section will be discussed with pedagogical competencies 18 through 25 as paragraph headings. These eight competencies pertain to disciplining student's misbehavior; reading the literature that deals with the Black dialects; establishing rapport with the students' parents, relatives, and guardians; getting along well with other faculty members; helping students develop their initiative; communicating effectively with students; understanding the cause of student behavior; and controlling outbursts of fighting.

Vocational teachers may find the alternatives helpful in the delivery of their competencies in these areas. Further information concerning each of the competencies and their alternatives appears in Tables 41 through 48 in Appendix C.

Instructional Alternatives for Competency 18, "Knowledge of the Disciplinary Action for Students' Acts or Behaviors." The vocational administrators suggested several alternatives that could possibly help teachers increase their competence in administering discipline for student misbehaviors. One alternative advocates individual and group counseling sessions. The majority of administrators felt that these two activities could definitely help teachers with problems in these areas.

Another alternative suggested by the administrators incorporated the film "Discipline in Inner-City Classrooms." Two-thirds of the administrators felt that this film might expose teachers to different types of disciplinary action appropriate for students' misbehavior. The film, they felt, might also give teachers some guidelines to follow in disciplining especially those students from an inner-city environment. Thus, vocational administrators may want to show this film to their teachers during faculty seminars, workshops, or mini-conferences.

Two other alternatives strongly advocated by the administrators pertained to adding community resource persons and teacher aides to the staff. Most of the administrators (67 percent) felt that these persons could help teachers in disciplining students. Further information on the frequency and percentage of the alternatives suggested for this competency appears in Table 41 in Appendix C.

Instructional Alternatives for Competency 19, "Knowledge of Literature Dealing With Black Dialect." The alternatives for this particular competency proved to be interesting. Vocational administrators strongly advocated three alternatives that they felt would help teachers acquire a knowledge of the literature dealing with Black dialects. Some of the administrators (37 percent) felt that their teachers might benefit from the alternative concerning special methods courses in teaching inner-city youth. Methods courses of this nature could provide teachers with some background of the language development of inner-city students.

The use of the film "Language Development and the Disadvantaged" was suggested as another alternative by vocational administrators interested in helping their teachers achieve competence in Black dialects. The film, they felt, could help teachers with methods of effectively communicating with these students--a vitally needed skill since many vocational teachers find it difficult to understand students with non-standard speech patterns.

A large percentage of the administrators (41 percent) felt that the group counseling alternative could help their teachers, especially with inner-city students. Group counseling sessions might help teachers better understand the students and the importance they attach to their dialects.

Other alternatives suggested by administrators did not receive the strong emphasis these alternatives received. Table 42 contains additional information concerning this area.

Instructional Alternatives for Competency 20, "Ability to Establish Rapport With a Students' Parents, Relatives, or Guardians Concerning His Progress in the Classroom." The alternatives for this competency pertained primarily to community resource persons, "The Environment of the Disadvantaged," professional experience with urban activities, and group counseling. Vocational administrators seemed to feel that these alternatives would be more beneficial to teachers than the remaining alternatives (as Table 43 in Appendix C suggests).

Sixty percent of the administrators suggested as an alternative additional staffing of community resource persons to assist teachers attain competence in this area. Establishing rapport with the students' parents and relatives sometimes requires an outside source. Thus, a resource person could be quite valuable.

Another alternative that attracted considerable attention was the film "The Environment of the Disadvantaged." Vocational teachers need some knowledge of the life-styles of their students to maintain an effective rapport with them. Establishing good rapport with students can lead to a similar relationship with the students' parents, relatives, or guardians.

Still another strongly recommended alternative pertained to professional experience with urban activities. Forty-eight percent of the administrators felt that this alternative would help teachers obtain some additional knowledge of the urban environment. This experience could possibly help teachers establish some contact with the parents and relatives of students within the local school district.

Finally, group counseling instruction was suggested by 42 percent of the administrators as an alternative to help teachers deliver this competency. Vocational teachers might possibly conduct group rap sessions to learn more about the problems, needs, and interests of their student which would undoubtedly improve their rapport with their classes.

Instructional Alternatives for Competency 21, "Ability to Get Along Well With Other Faculty Members . . . Being Cooperative Rather Than a Loner." The frequencies and percentages indicated by vocational administrators suggested that many of these alternatives do not necessarily enhance the delivery of this particular competency. But some administrators (35 percent) recommended that teachers have at least an initial teaching certificate. According to the administrators, most vocational teachers with initial teaching certificates tend to be cooperative. But after a time many of these teachers find it difficult to get along with other faculty members for reasons that tend to focus, predominately, on personality conflicts.

Some vocational teachers have not learned the importance of getting along well with their co-workers and being cooperative rather than "loners." Thus, the alternative concerning group counseling was suggested by 43 percent of the administrators. This alternative could help teachers get along with others. For example, group counseling sessions might give them an opportunity to discuss and settle their petty differences. Thus, teachers could become more cooperative as time passes.

Instructional Alternatives for Competency 22, "Ability to Assist Students in Developing Their Initiative." Vocational administrators suggested several alternatives that might help teachers deliver a competence in this area. These alternatives pertained to individual and group counseling, a film entitled "Learning Processes in Inner-City Classrooms," additional staffing, and a special methods course. Other alternatives were suggested; however, the author did not consider them appropriate for this particular competency.

Examining the first alternative as shown in Table 45, 68 percent of the administrators suggested individual and group counseling as their choice for teachers to adopt in delivering this competence. These counseling sessions could, if effectively conducted by the teacher, improve the self-concept of many disadvantaged students (Kemp, 1966). Providing disadvantaged students with a positive image of themselves is essential in helping them increase their initiative. Vocational teachers might use these counseling sessions to give their students a feeling of belonging and acceptance, which could encourage them to use their initiative more and especially to accomplish their career goals.

The film "Learning Processes in Inner-City Classrooms" was the next alternative strongly recommended by the administrators. More than half of the administrators (59 percent) felt that this film would be very useful to teachers seeking some effective ways of helping students increase their initiative.

Another alternative strongly recommended by administrators dealt with additional staffing, including teacher aides and community resource persons. These persons could serve as role models, thus giving students an opportunity to meet and interact with successful persons from their community. Resource persons and teacher aides could possibly motivate students to develop their initiative.

Finally, a special methods course for teaching inner-city youth was suggested by 31 percent of the administrators as the best alternative for teachers attempting to deliver the competency. A course of this nature, they felt, might help both teachers and administrators who have little experience in dealing with disadvantaged students.

Instructional Alternatives for Competency 23, "Ability to Communicate Effectively With Students." Three instructional alternatives were suggested by administrators as being best suited to deliver competence in communicating effectively with students. They were additional staffing, the film entitled "Learning Processes in Inner-City Classrooms," and group counseling. Other alternatives were also suggested; however, these three were thought to be most appropriate.

Two-thirds of the administrators indicated that community resource persons and student leaders would be the best staffing choices to help teachers communicate more effectively with their students--especially students from the inner-city. These people often have personal contact with the students outside the classroom and thus find communicating with them relatively easy.

Forty-four percent of the administrators suggested group counseling as the best alternative to assist teachers deliver the competence in this area. Group or rap sessions can certainly help teachers get their students to "open up." Vocational teachers may find that students are more open and relaxed in an informal atmosphere and this informality should help the teachers communicate more effectively with their students.

Another alternative suggested by administrators was the film "Learning Processes in Inner-City Classrooms." This film can expose teachers to ways of "turning students on," getting them to talk and express themselves more, and in general, opening the communication channels. The vocational administrators in this study considered this film an appropriate assistance for teachers seeking to communicate effectively with their students. Further information about this competency appears in Table 46 in Appendix C.

Instructional Alternatives for Competency 24, "Understanding of the Cause of a Student's Behavior." Vocational administrators strongly recommended several alternatives that, they felt, teachers would find useful in attaining a competence in understanding the causes of a student's behavior. These alternatives included individual and group counseling, professional experience in urban activities, the film entitled "The Environment on Disadvantaged," and community resource persons.

The vast majority of administrators suggested individual and group counseling as the best of the alternatives for helping teachers deliver this competence in the classroom. Many vocational administrators seemed, by their responses, to consider counseling activities a "cure all" for the delivery of most of the pedagogical competencies.

Another alternative suggested by 32 percent of the administrators pertained to professional experience in urban activities. Some of the administrators felt that teachers with this type of professional experience would be able to understand most of the motives for their students' behavior.

Thirty-seven percent of the administrators felt that the film "The Environment of the Disadvantaged" would give teachers some insight into understanding the causes of student behavior.

Still another alternative cited by more than half of the administrators concerned community resource persons. This alternative has been recommended quite frequently by administrators as being useful in the delivery of the pedagogical competencies. Resource persons may be helpful to teachers in the attainment of competence by sharing their views and opinions on the causes of a student's behavior.

Instructional Alternatives for Competency 25, "Ability to Control Outbursts of Fighting, Aggressiveness, or Over-Competitiveness." Several alternatives were strongly recommended by the administrators as helpful to teachers delivering competency 25. These alternatives pertained to group and individual counseling, the film entitled "Discipline in Inner-City Classrooms," and additional staff persons. Again, other alternatives were also suggested; however, many of them did not apply to the delivery of this particular competency. The alternatives that were strongly recommended may, in fact, be very useful to vocational teachers dealing with such student disciplinary problems as fights, over-aggressiveness, and competitiveness.

The alternative concerning counseling in terms of individual and group counseling was singled out by 65 percent of the administrators. Most of the administrators seemed to feel that group counseling sessions would be more effective than individual counseling sessions. Nevertheless, counseling students in either manner can help prevent fighting and aggressiveness.

The next alternative the administrators recommended highly was the film "Discipline in Inner-City Classrooms." Sixty percent of the administrators felt that this film would be valuable to many vocational teachers working in the inner-city. They felt it would expose teachers to techniques for controlling fights, aggressiveness, and over-competitiveness.

Still another alternative pertained to such additional staff members as community resource persons, teacher aides, and student leaders. Most of the administrators considered these persons as very useful assistants to teachers seeking to attain competence in this area. Further information concerning competency 25 and its alternatives appears in Table 48 in Appendix C.

Summary of Instructional Alternatives for the Pedagogical Competencies

Suggesting alternatives for the pedagogical competencies, the vast majority of the administrators identified the use of additional staffing for teachers, particularly teacher aides and community resource persons. The administrators felt that these persons would be helpful to many vocational teachers. The numerous community agencies, where students often spend considerable out-of-school time, employ persons who have been trained to deal with inner-city youth and their problems. These persons could provide teachers with insight into the students' personal problems and their way of life. They also have the information and equipment that can help teachers deal with inner-city students.

This assistance in the classroom provides teachers with additional time to engage in another strongly suggested alternative--individual and group counseling. In this study, counseling was often seen as a panacea guaranteeing the delivery of pedagogical competencies. Educators like Ferguson (1972) and Singer (1968) also felt that counseling activities would help teachers work more effectively with disadvantaged students.

Other frequently suggested alternatives were the films "Learning Processes in Inner-City Classrooms," "Discipline in Inner-City Classrooms," "The Environment of the Disadvantaged," and a special methods course on teaching inner-city youth. Other alternatives were, of course, suggested. But many did not lend themselves to the delivery of the competencies. Further information may be found in Tables 25 through 48 in Appendix C.

Rank-Order of Importance for the Pedagogical Competencies as Indicated by Vocational Teachers

Brief Introduction

Vocational teachers were asked to rank every competency on a scale ranging from "very important" to "no importance." Subsequently, the author compiled a rank-ordering for the 25 pedagogical competencies in the following sections: (1) Execution of Instruction, (2) Interpersonal and Group Relations, and (3) Classroom Management. The data for each section were reported earlier in Tables 22, 23, and 24, respectively. Summary tables are also provided along with a verbal explanation of each section.

Execution of Instruction

The competencies in this section are ranked in order of their importance from one to nine. Competency nine received the highest ranking from the vocational teachers. This item pertained to perceiving the world from the students' point of view. The data tend to suggest that teachers want to understand disadvantaged students better. The lowest in the rank-ordering of importance was competency two, ability to cope with unpleasant remarks made by students. These results seem to suggest that teachers in the inner-city have a high tolerance for unpleasant remarks made by students. The remaining seven competencies in the Execution of Instruction category were ranked from two through eight respectively as their order of importance. These competencies pertained to relating learning to students' experiences, identifying and recognizing problems, analyzing problems, taking community religious activities into account, recognizing heavy drug users, coping with student behavior, and differentiating the significant from the less significant. A listing of the rank-ordering of competencies in the Execution of Instruction section appears in Table 49.

Interpersonal and Group Relations

The vocational teachers ranked the pedagogical competencies in this section from one to eight. Competency eight, ability to introduce a lesson, received the highest ranking in order of importance; and competency two, ability to create a tension-free classroom atmosphere, received the next highest ranking. By contrast, competency one, possession of an understanding of students with personal problems, received the lowest ranking; and competency seven, differentiating the significant from the less significant, achieved the next lowest ranking. These results suggest that teachers feel that dealing with their students' personal problems is not as important as some of the other competencies in this section. The results also suggest that vocational teachers are most concerned with such "classroom generalship" competencies as creating a tension-free classroom atmosphere, encouraging

TABLE 49

LISTING OF COMPETENCIES AND THEIR RANK-ORDER OF IMPORTANCE IN SECTION I, EXECUTION OF INSTRUCTION

Item	Competency	Rank-Order of Importance
1	Identifying and recognizing problems	3
2	Coping with unpleasant remarks	9
3	Community religious activities	5
4	Relating learning to students' experience	2
5	Undercurrents on students' behavior	7
6	Analyzing problems	4
7	Differentiating the significant from the less significant	8
8	Recognizing heavy drug users	6
9	Perceiving the world from the students' point of view	1

Note: See Table 22 for a more detailed description of the responses to the competencies in the Execution of Instruction group.

students to speak out freely, and introducing instructional lessons to their classes. Further information concerning the competencies in this section appear in Table 50 and in Table 23.

TABLE 50

LISTING OF COMPETENCIES AND THEIR RANK-ORDER OF IMPORTANCE IN SECTION II, INTERPERSONAL AND GROUP RELATIONS

Item	Competency	Rank-Order of Importance
1	Students with personal problems	8
2	A tension-free classroom atmosphere	2
3	Dealing with hyperactive students	6
4	Students' backgrounds and their way of life	5
5	Encouraging students to speak out	3
6	Atmosphere conducive to teacher-pupil planning	4
7	Knowledge of subject matter	7
8	Introducing a lesson	1

Note: See Table 23 for a more detailed description of the competencies in Interpersonal and Group Relations.

Classroom Management

The competencies in this section are ranked in order of importance from one to eight, as shown earlier in Table 24. Competency six, ability to communicate effectively with students, received the highest ranking; and competency four, ability to get along well with other faculty members . . . being cooperative rather than a loner, received the next highest ranking. The respondents ranked competency two, knowledge of literature dealing with Black dialect, as the lowest in the order of importance. This competency received a mean value of 2.39, which places it in the "little or no importance" category. Based on the data presented, most of the respondents felt literature concerning Blacks to be of little importance to vocational teachers. The five remaining competencies were ranked from three to seven, respectively, in order of importance: assisting students in developing their initiative, controlling outbursts of fighting, establishing rapport, implementing disciplinary action for students' acts, and understanding the students' behavior.

The eight pedagogical competencies in this section focused on a teacher's ability to communicate with students as well as with other faculty members. Several other scholars have noted that communicating effectively with students tends to be an integral part of good classroom management.

A listing of rank-ordering of importance for the competencies in this section, Classroom Management, can be seen in Table 51. Most of the competencies were ranked as "very important" by the vocational teachers. Some were, however, ranked less important, a fact which will be discussed further in Chapter V.

TABLE 51

LISTING OF COMPETENCIES AND THEIR RANK-ORDER OF IMPORTANCE IN SECTION III, CLASSROOM MANAGEMENT

Item	Competency	Rank-Order of Importance
1	Disciplinary action for students' acts	6
2	Literature dealing with Black dialect	8
3	Establishing rapport	5
4	Getting along with other faculty members	2
5	Assisting students in developing their initiative	3
6	Communicating effectively with students	1
7	Understanding the students' behavior	7
8	Controlling outbursts of fighting	4

Note: See Table 24 for a more detailed description of the competencies in Classroom Management.

Open-Ended Responses Concerning Disadvantaged Students

Brief Introduction

The vocational teachers contacted during this study had the opportunity to express themselves freely concerning the disadvantaged students they had taught or were teaching. The respondents were invited to express their reactions to these four "open-ended" questions: (1) How would you describe the disadvantaged students that you are presently teaching? (2) List at least three educational competencies that you feel are most significant for vocational teachers to possess in order to better teach urban disadvantaged students. (3) What type of academic courses should prospective vocational teachers take in order to effectively teach inner-city disadvantaged students? (4) Summarize the needs, interests, and abilities of the disadvantaged students that you teach ("ability" meaning general academic ability--above average, average, or below average).

Some examples of the open-ended responses, listed according to the selected cities (Erie, Johnstown, Philadelphia, and Pittsburgh), will be discussed in this section. The responses are direct quotes expressed by the vocational teachers in the selected cities.

Some Examples of Open-Ended Responses From Vocational Teachers of Erie, Pennsylvania

Question One

How would you describe (culturally, socially, educationally) the disadvantaged students you are presently teaching?

Responses

1. "They are in the mainstream, but developing initiative and industrialness is a problem. They are not at their grade level. Immaturing (sic) is prevalent."
2. "The disadvantaged students I have in my classes have poor home lives, and thus they have social and cultural deprivation."
3. "Some are low achievers from low-income families."
4. "As a group they are well adjusted with the major area of disadvantaged being social with some economic overtones."
5. "One has an inadequate academic background for my shop, printing."
6. "No drive, initiative or ambition; they are emotional."

Question Two

List at least three educational competencies that you feel are most significant for vocational education teachers to possess in order to better teach urban disadvantaged students (for example, a knowledge of the multicultures of urban disadvantaged persons).

Responses

1. "Knowledge of socioeconomic problems of the immediate urban area."
2. "Knowledge of realistic employment training for minorities and disadvantaged persons."
3. "Knowledge of diagnostic techniques for social-emotional disturbance."
4. "Knowledge of students' backgrounds and way of life."
5. "Must possess a complete knowledge of their trade."
6. "Knowing the student as a person."

Question Three

What type of academic courses should prospective vocational education teachers take in order to effectively teach the inner-city disadvantaged students?

Responses

1. "Psychology"
2. "Sociology"
3. "Foundation of Education"
4. "Teaching of Reading and Math"
5. "Curriculum Planning"
6. "Guidance and Counseling"

Question Four

Summarize the needs, interests, and abilities of the disadvantaged students that you teach ("ability" meaning general academic ability--above average, average, or below average).

Responses

1. "Below average ability but most have desire to improve. They need a lot of encouragement and praise because of past failures."
2. "Poor readers, lack of attention span, lack of respect, no self-discipline."
3. "The disadvantaged students I teach have a strong need for recognition and the opportunity to build their self-confidence. Their interests are generally the same as other students, and they possess average or above average academic abilities."
4. "Needs--realistic discipline (self and teacher); abilities--above average if used and below average if not controlled; interests--self-gratification--'I' syndrome."

5. "Academically they are below average but sometimes this is all due to an inability to read and spell. Presently, I have two students for whom parents have specified no written exams; all tests are verbal--when this is done the students can go up to an A or B level in the shop."

6. "Needs--average; interests--below average; and abilities--below average."

Some Examples of Open-Ended Responses From Vocational Teachers of Johnstown, Pennsylvania

Question One

How would you describe (culturally, socially, educationally) the disadvantaged students you are presently teaching?

Responses

1. "Much like other students, but they try to display a home environment that is much better than it is. They do not try to hide the fact that they receive food tickets, but will lie about how things are at home. Many of my students come from broken homes, or homes where one parent drinks a great deal."

2. "Some are emotional; some don't care. Some were never made to understand the importance of listening and learning."

3. "Most are on public welfare, and therefore have no motivation to work for a living."

4. "Some of the students I currently teach come from very wealthy families. Therefore, I consider them disadvantaged socially."

5. "More culturally and socially disadvantaged than economically."

6. "Most come from broken homes with low social standards."

Question Two

List at least three educational competencies that you feel are most significant for vocational education teachers to possess in order to better teach urban disadvantaged students (for example, a knowledge of the multicultures of urban disadvantaged persons).

Responses

1. "Teachers should fully understand the true reasons for the student being disadvantaged."
2. "Ability to praise each student individually and employ correct instructional procedures."
3. "Knowledge of students' social status and home life."
4. "Knowledge of students' ethnic background."
5. "The ability to understand a students' home problems and consider them when dealing with a student."
6. "A complete knowledge of trade. Students want to know minority advantages for career advancement and pay."

Question Three

What type of academic courses should prospective vocational education teachers take in order to effectively teach the inner-city disadvantaged students?

Responses

1. "Sociology, Psychology, and Counseling"
2. "English, Mathematics, and Reading"
3. "Courses that deal with relationships between teacher and student"

4. "Courses that deal with being able to understand behavioral patterns due to home and environment problems"

5. "Modern history courses"

6. "Courses that enable a teacher to communicate with students"

Question Four

Summarize the needs, interests, and abilities of the disadvantaged students that you teach ("ability" meaning general academic ability--above average, average, or below average).

Responses

1. "Usually the disadvantaged student has a lower academic level. I believe home environment is responsible for this; mechanical ability is average. Knowledge of world affairs is way below average."

2. "Our disadvantaged students seem to be consistently lower than the general school population in academic ability."

3. "They have ill-defined goals, lack proper attitudes toward work, and are not as able to get and hold jobs as their non-disadvantaged counterparts. The causes are undoubtedly cultural and social in nature."

4. "Need motivation and self-respect, interests, and abilities are about the same for all students."

5. "Academic ability--average or below; needs--recognition, encouragement, and pride; interests--same as non-disadvantaged children."

6. "Average or below, appeal to his sense of pride, achievement and a sense of belonging; he is no different from the other fellows. He needs encouragement."

Some Examples of Open-Ended Responses From Vocational Teachers of Philadelphia, Pennsylvania

Question One

How would you describe (culturally, socially, educationally) the disadvantaged students that you are presently teaching?

Responses

1. "They are culturally and socially in tune with their own group. They do not relate to any group outside their own. They have been held back or rejected by the mass population."

2. "Many of these students have been plagued with a combination of conditions and situations in all facets of their lives causing them to be seriously frustrated in earlier school experiences."

3. "These students are educationally and culturally disadvantaged. They have not had full opportunities to receive a decent education from kindergarten; one could have prepared them to face the outside world, a world that is not black. They have been stigmatized."

4. "The students are disadvantaged only when compared to white middle-class morals. To themselves and their culture they feel superior to the white middle-class."

5. "Culturally different backgrounds because of poor urban environment. This in turn has a negative social influence upon the individual or the group."

6. "I feel that their standards of living are far above average; therefore, it is very hard to label them as disadvantaged students. These students are permitted too much money to spend on unimportant things; they should be taught the value of money."

Question Two

List at least three educational competencies that you feel are most significant for vocational education teachers to possess in order to better teach urban disadvantaged students (for example, a knowledge of the multicultures of urban disadvantaged persons).

Responses

1. "Knowledge of the social problems and economic conditions in the urban area where the school is located."
2. "Knowledge of subject matter and related areas."
3. "They must be able to control class discipline as well as management of the class."
4. "Being able to communicate in a method that the student understands."
5. "Understanding students' needs."
6. "Some training in special education and urban studies."

Question Three

What type of academic courses should prospective vocational education teachers take in order to effectively teach the inner-city disadvantaged students?

Responses

1. "Methods of teaching reading and mathematics"
2. "Philosophy and Human Relations"
3. "Abnormal Psychology and Adolescent Psychology"
4. "Regular academic courses including some black history studies and sociology as pertaining to the systematic discrimination of black people"
5. "Courses on family life, how their parents were raised and what changes would be made to help the student"
6. "Field experience in urban areas"

Question Four

Summarize the needs, interests, and abilities of the disadvantaged students that you teach ("ability" meaning general academic ability--above average, average, or below average).

Responses

1. "The students' abilities run the gamut from very low to very high; the below average is the larger group in about two classes, while the average are in three classes, and the above average are in one of my classes. Their needs vary from personal attention to general attention."

2. "Girls, cars, money--50 percent of the students lack interest in learning."

3. "These students need not be singled out as disadvantaged as I feel the label placed upon them only gives them an excuse to be shiftless, careless, and above all, very wasteful."

4. "Interest--wide (sports, jobs, and achievement, etc.); ability--average, above average if properly motivated."

5. "Average to below average students who need more training in the use of the English language, recognizing that it is our most effective tool for communicating."

6. "Most students have similar interests like sports, dancing, clubs, religion, peer groups, clothes, and music."

Some Examples of Open-Ended Responses From Vocational Teachers of Pittsburgh, Pennsylvania

Question One

How would you describe (culturally, socially, educationally) the disadvantaged students that you are presently teaching?

Responses

1. "My current student population is dwelling in an extremely poor economic setting. Though students are surrounded by many culturally enriching facilities in neighboring areas, they are locked out by the deprivations of their existence."
2. "Wide range of abilities, achievement, motivation, energy, and potential; I am aware this year of an increasing number of students with below average ability and/or achievement."
3. "The students in my class are inner-city pupils; many of them are economically, socially, and culturally disadvantaged. They do not understand personal effort is the way out of the ghetto."
4. "Culturally, socially, and economically disadvantaged, black and white alike."
5. "The students are economically, socially, and culturally deprived; they have not been able to travel or attend cultural events."
6. "They are short on basic academic skills, self-discipline, self-respect, and self-motivation."

Question Two

List at least three educational competencies that you feel are most significant for vocational education teachers to possess in order to better teach urban disadvantaged students (for example, knowledge of the multicultures of urban disadvantaged persons).

Responses

1. "Knowledge of students' backgrounds and behavior patterns."
2. "Knowledge of dialect so teachers can communicate with students."
3. "Knowledge of types of careers students can realistically hope to attain so that material taught in classroom is relevant."
4. "Ability to inspire and encourage students' growth."

5. "Basic understanding of what motivates students."

6. "Ability to identify learning deficiencies."

Question Three

What type of academic courses should prospective vocational education teachers take in order to effectively teach the inner-city disadvantaged students?

Responses

1. "Psychology of exceptional children"

2. "Adolescent behavior and social psychology"

3. "A good socioeconomic course on inner-city disadvantaged students"

4. "Methods of teaching reading, basic math, and basic English grammar"

5. "Courses that allow them to develop materials and then require proof that these materials achieve their purpose"

6. "Courses implementing diverse teaching strategies using course materials in area of specification"

Question Four

Summarize the needs, interests, and abilities of the disadvantaged students that you teach ("ability" meaning general academic ability--above average, average, or below average).

Responses

1. "Easily frustrated with a project that requires a need for problem-solving. Resists academic work in shop (low ability both mechanical and academic)."

2. "Needs are many and varied from learning reading comprehension to social mingling and finances. Interests are about the same with some motiva- from the teachers."

3. "The bulk of our students range from average to above average. Their interests vary, though the variations perhaps are not so broad a range as some other students."

4. "Though many students seem to achieve a below average performance, their capabilities seem higher, but untapped by present teaching methods."

5. "Usually average or below average with a need for remedial work and repetitive experiences that reinforce."

6. "They need to have a feeling of personal worth. They need to understand not only their rights but those of their fellow man--mutual respect and an interest in literature and social sciences should be stimulated."

Summary of Open-Ended Responses

Various descriptions of disadvantaged students were provided by vocational teachers responding to question one. Their descriptions generally included cultural and social deprivation. The following comments are representative responses from the vocational teachers: (1) "Culturally speaking, these students know little concerning the real world, except as interpreted by sensationalism on television." (2) "The disadvantaged students I have in my classes have poor home lives, and thus they have been socially and culturally deprived." (3) "Their efforts to communicate with adults are unsuccessful because they shout in a hostile manner to get a point across and create unnecessary antagonisms." These responses convey negative attitudes toward disadvantaged students among the teachers, and other vocational teachers share similar feelings concerning disadvantaged youth.

In question two, the three educational competencies that the respondents felt would be most helpful for teachers to possess to teach urban disadvantaged students better were: (1) "a knowledge of the socioeconomic problems of the immediate urban area"; (2) "a knowledge of the interests that students have, their religious beliefs, the way they talk, and why they use the words they do"; and (3) "a knowledge of dialect so teachers can communicate effectively with their students." These responses suggest that teachers want to improve the communication channels between themselves and their students.

In question three, the respondents cited various types of academic courses of study that prospective vocational teachers should take to prepare themselves to teach the inner-city disadvantaged students effectively. The respondents suggested (1) "more courses in sociology and psychology"; (2) "a course that deals with understanding behavioral patterns attributable to home and environmental problems"; and (3) "regular academic courses including some black history studies and sociology as pertaining to the systematic discrimination of black people."

The final open-ended question asked the teachers to summarize the needs, interests, and abilities of their disadvantaged students. The teachers supplied the following responses: (1) "Despite below average ability, most have the desire to improve. They need a lot of encouragement and praise because of past failures." (2) "Their academic abilities are incredibly poor. The students lack the ability to do simple math, do not know punctuation, can't read a ruler, and worst of all, they have poor comprehension." (3) "The disadvantaged students I teach have a strong need for recognition and the opportunity to build their self-confidence. Their interests are generally the same as other students, and they possess average or above average academic abilities." These responses suggest that many vocational teachers hold similar views about the academic ability, needs, and interests of their disadvantaged students. Most vocational teachers seem to feel that disadvantaged students need encouragement and understanding. Further discussion of these responses appears in Chapter V.

Differences That Occurred Between Vocational Administrators and Teachers

A t'test of significance between means was conducted to detect and measure any difference in the responses between the vocational administrators and the teachers as perceived in question six. This analysis was conducted on each of the three sections, but the data were calculated differently because of missing responses. The results indicated that in Section I, Execution of Instruction, significant differences between the two groups existed. This difference is shown in Table 52. A t'value of 6.614 with 210 degrees of freedom was computed between the two groups. Analysis of Execution of Instruction data generated the highest t'value of the three sections studied. The mean was 39.08 for administrators and 35.95 for teachers. The mean for each group was derived by adding all of the numerical values of the administrators' responses to the nine competencies (in Execution of Instruction) and dividing by the number of administrators (86), a process which produced a mean of 39.08. Using the same technique, but dividing by the number of teachers (147), the author produced a mean of 35.95. Each item on the questionnaire received a response rating of from one to five; thus the maximum value for the competencies in this section was 45. These results revealed some variation between the mean values of the two groups. Therefore, based on the data presented, vocational administrators seemed to place more importance on the pedagogical competencies in Execution of Instruction than did teachers.

TABLE 52

FREQUENCIES, MEANS, STANDARD DEVIATIONS, t'VALUES, AND DEGREES OF FREEDOM RELATED TO VOCATIONAL ADMINISTRATORS AND TEACHERS IN THE DEGREE OF IMPORTANCE THEY PLACE ON THE PEDAGOGICAL COMPETENCIES IN SECTION I (EXECUTION OF INSTRUCTION)

Job Title	Number Responding	Mean	Standard Deviation	t'Value	Degree of Freedom
Administrators	86	39.08	3.16	6.614	210
Teachers	147	35.95	3.99		

Significant at the .05 alpha level.

In Section II, Interpersonal and Group Relations, the results revealed no significant differences between the responses of administrators and teachers. A t'value of -.459 with 201 degrees of freedom was computed for the two groups. As can be seen in Table 53, the results showed slight differences between the means of the two groups. These differences, however, were not significant. Therefore, based on the data presented, there seems to be no significant differences between administrators and teachers in respect to the way they valued the competencies in Section II, Interpersonal and Group Relations.

TABLE 53

FREQUENCIES, MEANS, STANDARD DEVIATIONS, t'VALUES, AND DEGREE OF FREEDOM RELATED TO VOCATIONAL ADMINISTRATORS AND TEACHERS IN THE DEGREE OF IMPORTANCE THEY PLACE ON THE PEDAGOGICAL COMPETENCIES IN SECTION II (INTERPERSONAL AND GROUP RELATIONS)

Job Title	Number Responding	Mean	Standard Deviation	t'Value	Degree of Freedom
Administrators	86	33.80	3.07	-.459	201
Teachers	147	34.01	3.61		

No significant differences were found.

In Section III, Classroom Management, significant differences between the two groups appeared, and are shown in Table 54. As this table shows, no significant differences exist between means for the two groups. The t'value of 4.381 with 190 degrees of freedom was computed on both groups. Therefore, the mean values of the two groups suggest that vocational administrators considered the competencies in Classroom Management more important than the vocational teachers. These latter competencies (Section III, Classroom Management) seem to pertain more to the affective domain, which is very important in teaching disadvantaged students.

TABLE 54

FREQUENCIES, MEANS, STANDARD DEVIATIONS, t'VALUES, AND DEGREE OF FREEDOM RELATED TO VOCATIONAL ADMINISTRATORS AND TEACHERS IN THE DEGREE OF IMPORTANCE THEY PLACE ON THE PEDAGOGICAL COMPETENCIES IN SECTION III (CLASSROOM MANAGEMENT)

Job Title	Number Responding	Mean	Standard Deviation	t'Value	Degree of Freedom
Administrators	86	34.01	3.56	4.381	190
Teachers	147	31.82	3.88		

Significant at the .05 alpha level.

Relationship Between Teaching Experience and the Degree of Importance Placed on the Competencies

To analyze question seven, Pearson Product Moment Correlations were computed which revealed the relationship between the amount of experience of the vocational teachers and the degree of importance they placed on those three sections of pedagogical competencies. The correlation coefficients between teaching experience and the three sections relative to their degree of importance ranged from .033 to .094 as shown in Tables 55, 56, and 57. The correlation coefficients for the three sections revealed that no statistically significant relationships exist between the vocational teachers' length of experience and how important the competencies were to them. The total correlation--all 25 competencies grouped and years of experience also indicated that no statistically significant relationships existed between the variables studied. The literature reviewed suggested that prior experience in working with disadvantaged persons would definitely be more advantageous to teachers in that it would improve their teaching skills within the classroom (Haubrich, 1963) Further comments related to this issue will be presented in Chapter V.

TABLE 55

CORRELATION BETWEEN VOCATIONAL TEACHERS' EXPERIENCE AND THE DEGREE OF IMPORTANCE THEY PLACE ON THE PEDAGOGICAL COMPETENCIES IN SECTION I (EXECUTION OF INSTRUCTION)

Variables	N	Correlation Coefficient
Teachers' years of experience and values of competencies in Section I (Execution of Instruction)	147	.062

TABLE 56

CORRELATION BETWEEN VOCATIONAL TEACHERS' EXPERIENCE AND THE DEGREE OF IMPORTANCE THEY PLACE ON THE PEDAGOGICAL COMPETENCIES IN SECTION II (INTERPERSONAL AND GROUP RELATIONS)

Variables	N	Correlation Coefficient
Teachers' years of experience and values of competencies in Section II (Interpersonal and Group Relations)	147	.094

TABLE 57

CORRELATION BETWEEN VOCATIONAL TEACHERS EXPERIENCE AND THE DEGREE OF IMPORTANCE THEY PLACE ON THE PEDAGOGICAL COMPETENCIES IN SECTION III (CLASSROOM MANAGEMENT)

Variables	N	Correlation Coefficient
Teachers' years of experience and values of competencies in Section III (Classroom Management)	147	.033

Differences Between Male and Female Vocational Teachers

Tables 58, 59, and 60 show the t'test data used to determine if significant differences existed between male and female vocational teachers, and how important the competencies were to them as perceived in question eight. As can be seen in Table 58, the male respondents produced a mean value of 34.80, and female respondents produced a mean of 35.98. The mean values showed little difference between the responses of male and female teachers with respect to the importance they placed on the first nine competencies. A t'value of -1.432 with 144 degrees of freedom emerged from the data analysis. The results indicated that in Section I, Execution of Instruction, no significant differences between male and female vocational teachers appeared.

The results for Section II, Interpersonal and Group Relations (Table 59), revealed a wider gap between the mean values. The male respondents produced a mean value of 32.72, and the female respondents a mean of 34.79. Female teachers tend to value the competencies in this section more highly than their male counterparts. The results of the two groups also revealed a t'value of -2.631 with 142 degrees of freedom. Significant differences exist between male and female teachers with respect to the importance they placed on the competencies in this section. The difference was significant at the .01 level. Further comments relative to this issue will be presented in Chapter V.

TABLE 58

FREQUENCIES, MEANS, STANDARD DEVIATIONS, t'VALUES, AND DEGREE OF FREEDOM RELATED TO MALE AND FEMALE VOCATIONAL TEACHERS IN THE DEGREE OF IMPORTANCE THEY PLACE ON THE COMPETENCIES IN SECTION I (EXECUTION OF INSTRUCTION)

Sex of Teacher	Number Responding	Mean	Standard Deviation	t'Value	Degree of Freedom
Male	102	34.80	6.54	-1.432	144
Female	47	35.98	3.45		

No significant differences were found.

TABLE 59

FREQUENCIES, MEANS, STANDARD DEVIATIONS, t'VALUES, AND DEGREE OF FREEDOM RELATED TO MALE AND FEMALE VOCATIONAL TEACHERS IN THE DEGREE OF IMPORTANCE THEY PLACE ON THE COMPETENCIES IN SECTION II (INTERPERSONAL AND GROUP RELATIONS)

Sex of Teacher	Number Responding	Mean	Standard Deviation	t'Value	Degree of Freedom
Male	102	32.72	6.13	-2.631	142
Female	47	34.79	3.39		

Significant at the .01 alpha level.

For Section III, Classroom Management, significant differences appeared and are shown in Table 60. The mean values differed; the mean value for male respondents was 30.71, and the female respondents produced a mean of 32.64. The t'value between male and female teachers was -2.51 with 143 degrees of freedom. The data suggest that female teachers are more concerned about classroom management competencies than their male counterparts. This section revealed a difference between the two groups significant at the .05 level.

TABLE 60

FREQUENCIES, MEANS, STANDARD DEVIATIONS, t'VALUES, AND DEGREE OF FREEDOM RELATED TO MALE AND FEMALE VOCATIONAL TEACHERS IN THE DEGREE OF IMPORTANCE THEY PLACE ON THE COMPETENCIES IN SECTION III (CLASSROOM MANAGEMENT)

Sex of Teacher	Number Responding	Mean	Standard Deviation	t'Value	Degree of Freedom
Male	102	30.71	6.09	-2.51	143
Female	47	32.64	3.27		

Significant at the .05 alpha level.

Differences Between Teachers in Large Cities Versus Those in a Small City

The data for question nine were analyzed with a t'test. Vocational teachers in the inner cities of Erie, Pittsburgh, and Philadelphia provided the large city samples with populations in excess of 100,000. The teachers from Johnstown with a population of less than 50,000, provided the small city sample. Eighty-two percent of the teachers in the total sample were from the three large cities. The remaining 18 percent were from the small city. The t'values for the three sections of competencies were .757, 1.346, and .931, respectively, as shown in Tables 61, 62, and 63.

In Section I, Execution of Instruction, a t'value of .757 with 143 degrees of freedom was computed between the two groups. This is shown in Table 61. It is noted that Execution of Instruction received the lowest t'value of the three sections. The mean of the two groups was 35 for teachers from the large city samples and 34 for teachers from the small city. The data presented in Table 61 indicated that the teachers from the large cities rated the competencies in Execution of Instruction with just a slightly higher value than teachers from the small city. No significant differences exist between the two groups.

TABLE 61

DIFFERENCES BETWEEN TEACHERS IN LARGE AND SMALL CITIES AND THE IMPORTANCE THEY PLACE ON THE COMPETENCIES IN SECTION I (EXECUTION OF INSTRUCTION)

Size of City	Number of Teachers Responding	Mean of Competencies	Standard Deviation	t'Value	Degree of Freedom
Large--population 100,000 or more	121	35	6.52	.757	143
Small--population 50,000 or less	26	34	4.94		

No significant differences were found.

In Section II, Interpersonal and Group Relations, again the results showed that there were no significant differences between the responses of teachers from large cities versus those from a small city. A t'value of 1.35 with 142 degrees of freedom was computed for the two groups. As can be seen in Table 62, the results showed some differences between the mean of the two groups, but these differences were not revealed as significant. Based on the data presented, again, teachers in large cities seem to place a higher, yet not significantly different, value on the competencies in this section than teachers from a small city.

TABLE 62

DIFFERENCES BETWEEN TEACHERS IN LARGE AND SMALL CITIES AND THE IMPORTANCE THEY PLACE ON THE COMPETENCIES IN SECTION II (INTERPERSONAL AND GROUP RELATIONS)

Size of City	Number of Teachers Responding	Mean of Competencies	Standard Deviation	t'Value	Degree of Freedom
Large--population 100,000 or more	121	34	6.00	1.35	142
Small--population 50,000 or less	26	31	3.96		

No significant differences were found.

In Section III, Classroom Management, no significant differences were found between the two groups as shown in Table 63. As can be seen in this table, the mean for teachers from the large cities was

28 and 26 for teachers from the small city. A t'value of .931 with 143 degrees of freedom was computed for the two groups.

Such a finding indicates that teachers from large cities do not differ from teachers from small cities in valuing the competencies in Section III, Classroom Management. The social background of the respondents in terms of class levels (upper, middle, and lower) may relate to this issue.

TABLE 63

DIFFERENCES BETWEEN TEACHERS IN LARGE AND SMALL CITIES AND THE IMPORTANCE THEY PLACE ON THE COMPETENCIES IN SECTION III (CLASSROOM MANAGEMENT)

Size of City	Number of Teachers Responding	Mean of Competencies	Standard Deviation	t'Value	Degree of Freedom
Large--population 100,000 or more	121	28	6.25	.931	143
Small--population 50,000 or less	26	26	4.23		

No significant differences were found.

Relationship Between Age and the Degree of Importance Placed on the Competencies

As with question seven, Pearson Product Moment Correlation was used to determine the relationship between the age of vocational teachers and the degree of importance they placed on the pedagogical competencies. This section pertains to question 10 as noted earlier in the study. The correlation coefficients of teacher's age and the degree of importance they placed on the competencies ranged from .011 to .077 as shown in Table 64. Section I, Execution of Instruction, showed the highest correlation (.077) among the two variables; while Section III, Classroom Management, had the lowest correlation coefficient (.011) of the three sections. The correlation coefficient of Section II, Interpersonal and Group Relations, was .146. The results of the Pearson Product Moment Correlation revealed little relationship between the two variables in these three sections. The results suggest that the age of the teacher has little bearing on how he values the competencies. In practice, vocational teachers, regardless of age, are expected to perform at a standard level of proficiency set forth by school officials. A new, or less experienced, vocational teacher is given the same responsibilities as a more experienced teacher.

TABLE 64

CORRELATION BETWEEN THE AGE OF VOCATIONAL TEACHERS AND THE DEGREE OF IMPORTANCE THEY PLACE ON THE PEDAGOGICAL COMPETENCIES IN THE THREE SECTIONS

Name of Section	Variables	N	Correlation Coefficient
Execution of Instruction	Age of teachers and values of competencies in Section I	147	.077
Interpersonal and Group Relations	Age of teachers and values of competencies in Section II	147	.146
Classroom Management	Age of teachers and values of competencies in Section III	147	.011

Differences Between Black and White Teachers

A t'test was used to analyze the data for question 11. The results revealed no significant differences between black and white teachers with respect to the importance they placed on the competencies. Most of the black teachers shared the views of their white counterparts concerning the importance of the competencies as shown in Tables 65, 66, and 67.

Relative to Execution of Instruction, a t'value of .855 with 112 degrees of freedom was computed between the two groups. As can be seen in Table 65, the results showed that Execution of Instruction received the second largest t'value of the three sections. The mean of the two groups was 35 with a standard deviation of 3.43 for the black teachers and 6.35 for the white teachers. Based on the data presented. no significant differences exist between the responses of black and w[illegible] teachers in the Execution of Instruction section.

TABLE 65

DIFFERENCES BETWEEN BLACK AND WHITE VOCATIONAL TEACHERS AND THE IMPORTANCE THEY PLACE ON THE COMPETENCIES IN SECTION I (EXECUTION OF INSTRUCTION)

Classification of Teachers	Number of Teachers Responding	Mean of Competencies	Standard Deviation	t'Value	Degree of Freedom
Black	36	35	3.43	.855	112
White	106	35	6.35		

No significant differences were found.

Section II, Interpersonal and Group Relations, produced the largest t'value, .870 with 109 degrees of freedom. Again, the results revealed no significant differences between the two groups as shown in Table 66. The results also indicated that there was little difference between the mean of the two groups. Therefore, based on the data presented, no significant relationships were found to exist between black and white teachers with respect to the way they valued the competencies in this section.

TABLE 66

DIFFERENCES BETWEEN BLACK AND WHITE VOCATIONAL TEACHERS AND THE IMPORTANCE THEY PLACE ON THE COMPETENCIES IN SECTION II (INTERPERSONAL AND GROUP RELATIONS)

Classification of Teachers	Number of Teachers Responding	Mean of Competencies	Standard Deviation	t'Value	Degree of Freedom
Black	36	34	3.41	.870	109
White	106	33	6.14		

No significant differences were found.

Section III, Classroom Management, produced the smallest t'value (.655) of the three sections. As shown in Table 67, the mean for the black vocational teachers was 28 and 27 for the white teachers. The two groups revealed a standard deviation of 3.08 and 5.28, respectively. In summary, the analysis revealed no significant difference between black and white teachers. The results suggest that no relationship exists between vocational teachers based on their racial heritage.

TABLE 67

DIFFERENCES BETWEEN BLACK AND WHITE VOCATIONAL TEACHERS AND THE IMPORTANCE THEY PLACE ON THE COMPETENCIES IN SECTION III (CLASSROOM MANAGEMENT)

Classification of Teachers	Number of Teachers Responding	Mean of Competencies	Standard Deviation	t'Value	Degree of Freedom
Black	36	28	3.08	.655	104
White	106	27	5.28		

No significant differences were found.

Differences Between Teachers With Experience Teaching the Disadvantaged and Those Without Such Experience

Once more a t'test was used to analyze the data for question 12. Seventy-one percent of the vocational teachers sampled indicated that they had had some experience teaching disadvantaged students. Twenty-nine percent (44 of 150) indicated they had had no previous experience teaching this type of student. Tables 68, 69, and 70 revealed the results of the two groups.

In Section I, Execution of Instruction, a t'value of -.650 with 56 degrees of freedom was produced by the two groups. The mean values of the competencies for the two groups indicated very little difference. Thus, no significant differences were found to exist between the response of teachers without experience and those with experience teaching the disadvantaged students and the way they valued the competencies. Data are shown in Table 68.

TABLE 68

DIFFERENCES BETWEEN TEACHERS WITH EXPERIENCE TEACHING THE DISADVANTAGED AND THOSE WITHOUT SUCH EXPERIENCE AND THE IMPORTANCE THEY PLACE ON THE COMPETENCIES IN SECTION I (EXECUTION OF INSTRUCTION)

Teacher's Qualification	Number of Teachers Responding	Mean of Competencies	Standard Deviation	t'Value	Degree of Freedom
Without Experience	44	34	8.58	-.650	56
With Experience	106	35	5.17		

No significant differences were found.

In Section II, Interpersonal and Group Relations, no significant differences were found to exist between the two groups as indicated by the t'test analyses. The results revealed a t'value of -.971 with 58 degrees of freedom. The mean for the two groups indicated little difference in the way teachers valued the competencies. The mean for teachers without experience teaching the disadvantaged was 32 and 33 for teachers with such experience. The results are shown in Table 69.

In Section III, Classroom Management, the results again revealed that no significant difference exists between the two groups. A t'value of -.531 with 58 degrees of freedom was produced by the two groups as shown in Table 70. The mean values of the competencies for the two groups were similar. In summary, based on the analysis of data, it was found that no significant differences exist between teachers with experience and those without experience teaching the inner-city disadvantaged students with respect to the way they valued the competencies.

TABLE 69

DIFFERENCES BETWEEN TEACHERS WITH EXPERIENCE TEACHING THE DISADVANTAGED AND THOSE WITHOUT SUCH EXPERIENCE AND THE IMPORTANCE THEY PLACE ON THE COMPETENCIES IN SECTION II (INTERPERSONAL AND GROUP RELATIONS)

Teacher's Qualification	Number of Teachers Responding	Mean of Competencies	Standard Deviation	t'Value	Degree of Freedom
Without Experience	44	32	7.99	-.971	58
With Experience	106	33	5.18		

No significant differences were found.

TABLE 70

DIFFERENCES BETWEEN TEACHERS WITH EXPERIENCE TEACHING THE DISADVANTAGED AND THOSE WITHOUT SUCH EXPERIENCE AND THE IMPORTANCE THEY PLACE ON THE COMPETENCIES IN SECTION III (CLASSROOM MANAGEMENT)

Teacher's Qualification	Number of Teachers Responding	Mean of Competencies	Standard Deviation	t'Value	Degree of Freedom
Without Experience	44	27	6.84	-.531	58
With Experience	106	27	4.48		

No significant differences were found.

CHAPTER V

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides a summary of the study, discussion, conclusions based on its findings, suggestions for delivering the appropriate competencies, and recommendations for further study.

Summary

Introduction

The large inner cities of Pennsylvania are populated with many ethnic and minorities groups who need teachers who can effectively prepare them to be productive individuals in our society. Many studies have addressed the concern currently voiced by educational leaders regarding the need for well-prepared, effective instructors to teach disadvantaged youth, especially those in the inner-city schools (Schmitt and Woodin, 1970; Vivian, Hirshfeld, and Osborn, 1969; and Ferguson, 1972).

Because good vocational teachers are in short supply (Whitten, 1970) the demand for them has become critical. Before the quality and quantity of vocational teachers for urban disadvantaged students can be increased, however, one must identify those specific pedagogical competencies that promote successful teaching of disadvantaged youth.

Statement of the Problem

The present study attempted to identify some pedagogical competencies that meet the needs of those teaching inner-city disadvantaged youth. The study then attempted to assess the degree of importance vocational educators familiar with the disadvantaged youth in Pennsylvania cities attach to these competencies. In addition, the study identified some possible instructional alternatives that might be implemented in the vocational curriculum to increase the chances for a teacher's success in an inner-city classroom. The competencies identified might also help administrators and teachers develop guidelines for preservice and inservice educational programs for vocational educators who work in the inner-city schools.

This investigation focused on the relationships between the competencies identified as very important by vocational administrators and those identified as very important by vocational teachers. Moreover, this study established the rank-order of importance of each competency as identified by vocational teachers in the Pennsylvania cities selected for this study. Specifically, the study answered these questions:

1. What is the nature of the study sample (vocational administrators and teachers) in terms of: (a) job title, (b) degree or certificate held, (c) age, and (d) other demographic variables?
2. What were the responses of vocational administrators and teachers to the pedagogical competencies for teaching inner-city disadvantaged students?
3. What instructional alternatives do vocational administrators suggest for delivering the competencies needed for teaching inner-city disadvantaged students?

4. What order of importance do vocational teachers place on the competencies needed for teaching inner-city disadvantaged students?
5. What are some of the open-ended responses expressed by vocational teachers concerning inner-city disadvantaged students?
6. Is there a difference between vocational administrators and teachers in the degree of importance they place on the 25 pedagogical competencies needed for teaching inner-city disadvantaged students?
7. Is there a relationship between the amount of the respondents' teaching experience and the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?
8. Is there a difference between male and female vocational teachers in the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?
9. Is there a difference between vocational teachers in large cities (population 100,000 or more) as opposed to a small city (population 50,000 or less) in the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?
10. Is there a relationship between the age of vocational teachers and the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?

11. Is there a difference between black and white teachers in the degree of importance they place on the competencies needed for teaching inner-city disadvantaged students?
12. Is there a difference between teachers with experience teaching inner-city disadvantaged students and those without such experience in the degree of importance they place on the pedagogical competencies?

Procedure

Ninety vocational administrators and 150 vocational teachers made up the sample. The administrators were selected from the area vocational-technical schools in Pennsylvania and the Pennsylvania Department of Education. The teachers were selected from four sample Pennsylvania cities: Erie, Johnstown, Philadelphia, and Pittsburgh. Except for Johnstown, these cities were selected because (1) they contain high concentrations of disadvantaged students; (2) they manifest the largest concentration of blacks and other minorities, who tend to be found among the disadvantaged; and (3) they received the majority of the federal funds allotted to the state of Pennsylvania for vocational education during the 1975-76 fiscal year. The city of Johnstown was selected because it has a large minority population (3,786) and a total population (42,476) that was within the size guidelines for selecting, by way of contrast, a small city (that is, a city with a population of 50,000 or less).

A total of 445 questionnaires were sent to 164 vocational administrators and 281 vocational teachers. Ninety (55 percent) of the administrators returned the questionnaires, and 150 (53 percent) vocational teachers completed and returned the questionnaires.

The respondents were asked to rate and rank in order of importance each of the competencies from one to nine in Section I and from one to eight in Sections II and III. The vocational administrators were asked to suggest some instructional alternatives for implementation in the vocational curriculum.

Four statistical procedures were used in this study: (1) FRANM --Frequency Analysis of Multiple Choices, (2) Likert--Likert Attitude of Multiple Choices, (3) Pearson Product Moment Correlation (Mini Tab II), and (4) Two Sample t'Tests (Mini Tab II). The author selected computer programs to analyze these procedures from those stored at The Pennsylvania State University Computation Center.

Findings

Comparisons among the vocational administrators and vocational teachers revealed some pertinent data concerning the dependent variables studied--job title, degree or certificate held, age, sex, years in curriculum instruction, years in present position, experience with the disadvantaged, and ethnic background. The author drew these comparisons according to the relationships between the dependent and independent variables.

The data concerning job title and years in present position revealed that most of the respondents were classroom teachers (n = 150) with an average of 10 years of teaching experience. The administrators (n = 90) had an average of five years of experience as directors of area vocational technical schools, coordinators and supervisors of

AVTS and curriculum specialists from the Pennsylvania Department of Education.

The educational levels of the respondents in terms of the number of academic degrees and certificates held. Seventy percent of the respondents had earned advanced degrees, a generous percentage for vocational educators.

In looking at the age of respondents, most of the administrators and teachers were over 42 years of age, the average age being 46 for administrators and 43 for teachers. Their ages ranged from 22 to 65 years. The vast majority of the respondents were male. In the administrative group, 91 percent were male and only 9 percent were female. In the teachers' group, however, the percentage of females was larger--32 percent.

Another dependent variable studied was the number of years in curriculum instruction reported by vocational administrators. Most of the administrators (68 of 85, or 79 percent) had accumulated from 5 to 29 years of experience in curriculum instruction. Thirteen percent had little or no experience (0 to 4 years). The remaining administrators (7 percent) had from 30 to 40 years of experience in curriculum instruction.

The results from the question addressing the dependent variable, experience with the disadvantaged, revealed that 85 percent of the administrators had acquired a mean of five years of work experience with disadvantaged students, either as teachers, administrators, or both. The remaining 15 percent had acquired from 10 to 35 or more years of experience working with the disadvantaged. Forty-one percent of the teachers had from 0 to 4 years of teaching experience with disadvantaged persons; 56 percent (83 of 147) had from 5 to 24 years of experience with these students. The remaining 3 percent had from 25 to 40 years of experience.

The final dependent variable, ethnic and racial background, revealed that 81 percent of the participants classified themselves as White Americans (84 administrators and 106 teachers); 16 percent were Black Americans (3 administrators and 36 teachers). The remaining 4 percent classified themselves as Americans of Spanish origin, or as "others."

The author compiled statistical analyses on the dependent and independent variables of the administrators' and teachers' groups, using the Pearson Product Moment Correlation (Mini Tab II) and the Two Sample t'Test (Mini Tab II). The results indicated few significant differences between the comparison groups according to how they responded to the pedagogical competencies. Two cases of statistical significance between the comparison groups did, however, emerge in research questions six and eight. Research question six addressed the difference between vocational administrators and teachers in the degree of importance they placed on the 25 pedagogical competencies needed for teaching inner-city disadvantaged students. Research question eight pertained to differences that occurred between the responses of male and female teachers to the competencies.

The question six findings revealed that administrators felt the competencies were more important than the teachers (as indicated in Tables 19, 20, and 21). This was an interesting finding in view of the fact that teachers tend to maintain closer contact with the students than the administrators. Therefore, it seems that they should be more inclined to rate the competencies as very important, which however, was not the case. The results of the Two Sample t'Test revealed that the administrators' responses to all of the competencies in Section I, Execution of Instruction, had a mean rate of 39.08 (45 was the maximum value). The teachers had a mean of 35.95, which quantitatively implies that the vocational teachers considered the competencies less important than did the administrators.

Then too, in Section III, Classroom Management, the administrators rated the competencies higher than the teachers. Vocational teachers usually maintain closer supervision of disadvantaged students than do administrators. Therefore, teachers apparently view these competencies as parts of their ordinary routines. On the other hand, many administrators have been outside the classroom for extended periods, a fact indicated by the number of years they had spent in their present position. (This information appears in Table 14.) These assertions may explain why the administrators rated the pedagogical competencies higher than the teachers rated them. Moreover, the Two Sample t'Test indicated that a statistically significant difference existed between vocational administrators and vocational teachers in the degree of importance that each placed on the 25 competencies. (Tables 22 through 25 provide further information on these ratings.)

In question eight, the focus turned to the difference between the responses of male and female vocational teachers to the suggested competencies. Significant differences appeared between these two groups in Section II, Interpersonal and Group Relations, and in Section III, Classroom Management. Female teachers recorded higher mean values than their male colleagues in all three sections. The mean values for the female responses were 36, 35, and 33, respectively. The male teachers had mean values of 35, 33, and 31, respectively, for the three sections. These results (shown in Tables 49 through 51) suggest that the female teachers felt that the competencies were more important than did their male counterparts. But the differences that occurred between the comparison groups may have been accidental. Gould and Wartofsky, in their 1976 study on women, assert that differences between sexes are usually nothing more than accidental and thus a part of human nature. Also, the sample size may help explain the difference between the two comparison groups. The female teachers were represented by a sample size of 48 as opposed to the male sample of 102. A larger sample might have produced other differences or no significant difference at all. Therefore, the author hesitates to make a judgment encompassing all vocational teachers as to why differences occurred between the male and female vocational teachers within this relatively small sample.

The Two Sample t'Values for the three section were 1.43, -2.63, and -2.51, respectively. The results suggest that significant differences exist between male and female vocational teachers according to the degree of importance they place on the 25 competencies. The differences, however, may be due to any of the explanations previously mentioned.

The remaining questions posed in the statement of the problem revealed no significant differences. Nevertheless, the responses were vital to the development of this study, which tends to verify the findings of the Ferguson and the Pittenger studies, among others.

This study actually replicated the work of Ferguson and Pittenger who suggested similar competencies that teachers should possess in order to work more effectively with disadvantaged students.

Ferguson (1972) identified 16 characteristics that teachers working in the inner city should possess. These characteristics directly related to the present study. Moreover, Pittenger produced similar findings, pertaining to Intergroup Education, in terms of diverse cultures, race, sex, and national origins. Pittenger's 12 competencies for teachers in the inner city included respect for other cultures, communicating effectively with students, recognizing stereotyping, understanding student problems, among several others.

Some of the instructional alternatives validated by this study as advantageous in the delivery of the pedagogical competencies were suggested in other studies. For example, Singer's 1968 study suggested different types of activities helpful to teachers working with disadvantaged students. Counseling services was one Singer mentioned. The author adopted this activity as a "competency" in the present study, and it was suggested by three-fourths of the vocational administrators. (See Tables 25 through 48 in Appendix C.) Taba and Elkins' guidelines for curriculum strategies (1966) were also validated by way of the instructional alternatives suggested by the administrators. Taba and Elkins' study suggested curriculum strategies that focused on dramatization and role-playing. The author incorporated these strategies in this study, and they were cited by some of the administrators as ways to promote the attainment of various of the competencies. (Appendix C provides further information on these strategies.)

Some of the pedagogical competencies strongly endorsed by vocational administrators and teachers pertained to (1) assisting students in developing their initiative, (2) communicating effectively with students, (3) introducing a lesson, (4) acquiring an extensive knowledge of subject matter, (5) creating a tension-free classroom atmosphere, and (6) getting along well with other faculty members. (Tables 19 through 24 provide additional details on these competencies.)

Discussion and Conclusions

General Background Data

Discussion. The demographic data elicited by question one revealed that most of the vocational administrators and teachers could be classified as "middle-aged" (in or near the mid-forties). They also share such similar trade and industrial backgrounds as electrical work, mechanical work, and construction trades.

In examining job titles, very few minority members indicated having top level positions in vocational education. For example, within the survey, only three minority group members appeared in vocational administrative positions (n = 90). The number of minority persons holding teaching positions in vocational education was also disproportionately low. For example, two of the sample cities produced no minority persons teaching in the vocational trade areas. Disadvantaged students in urban cities need to acquire some learning experience from teachers who come from minority backgrounds. These teachers can enhance the learning experiences for disadvantaged students from similar backgrounds by serving as role-models. Teachers from minority backgrounds can also provide evidence to disadvantaged students that success can be achieved and that one can surmount poverty through his own initiative.

Conclusions. As was expected, it can be concluded that because of the similarities in their trade and industrial backgrounds, the respondents expressed similar views and opinions concerning the pedagogical competencies that teachers working with the disadvantaged should possess. It was also concluded that the number of minorities with top level positions in vocational education was not in proportion to the minority population residing in the sample cities, and that education training should address this issue.

Vocational Administrators' and Teachers' Responses to the Competencies

Discussion. This section focused on the responses made by vocational administrators and teachers to the 25 competencies noted in research question two. These responses were analyzed as reports of the degree of importance, the mean, the order of importance, and the standard deviation for each competency. Three-fourths of the respondents seemed to feel that most of the competencies were very important. The results of the present study validated the work of such leading educators as Ferguson, Singer, and Taba and Elkins in the areas of diverse culture and the disadvantaged.

An area addressing the literature dealing with Black dialect received considerable attention, yet many respondents felt that teachers should pay little attention to this area. The responses collected conflicted with the literature reviewed. According to Banks (1976) and

Sheppard and Protinsky (1976) the dialects of Blacks and other minorities are systematic languages, and teachers should recognize them as such, even though they are considered to be non-standard English.

There are at least three possible explanations for this conflict. One reason may be that the middle-class values and background of most vocational administrators and teachers encourages little or no understanding of disadvantaged persons (Rousseve, 1963). Another reason for the conflict may be that the responses came from minority persons who have broken the poverty cycle and want to divorce themselves from this type of language and culture. Still another reason may be the "embedded biases and prejudices" that many educators possess concerning minorities and other persons of diverse cultures.

Conclusions. It was concluded that administrators and teachers agreed that the competencies were in fact, very important to the respondents. There was, however, some disagreement on the degree of importance each group placed on the competencies. It was also concluded that further research is needed in the area concerning the dialects of Blacks because of conflict with the literature reviewed.

Suggested Instructional Alternatives

Discussion. Research question three encouraged vocational administrators to suggest various instructional alternatives. Most of the administrators agreed on several of the instructional alternatives as being promising ways to promote the delivery of the pedagogical competencies. Counseling activities were widely cited as activities that would enhance the attainment of the competencies. Vocational teachers might possibly sharpen their interpersonal skills with individual and group counseling. These counseling activities could be conducted through staff development seminars, mini-conferences, and workshops. The consensus on counseling activities mirrors the findings of Singer (1968) and Wolfbein (1971) who investigated curriculum strategies for teachers of the disadvantaged. Both authors placed special emphases on counseling. Singer, in particular, concluded that teachers working with disadvantaged students should acquire more training in guidance and counseling; Wolfbein indicated that teachers should acquire more training in such student support services as special counseling and job coaching.

Other suggested alternatives tend to focus on a teacher's involvement with the urban community with an eye toward utilizing community resources more efficiently. Vocational teachers might possibly enhance their instructional program by becoming involved with community activities of diverse cultures; they might, for example, join the Big Brother-Big Sister Program, the Neighborhood Youth Corps, the Community Action Agency, and many others. While some of the alternatives did not apply directly to the delivery of the competencies, most of the alternatives tended to be potentially useful in helping teachers deliver their pedagogical competencies. Further information on this section appears in Tables 25 through 48 in Appendix C.

Conclusions. It was concluded that concurring opinions of teachers and administrators made a strong case for counseling activities (both individual and group) as an instructional alternative to help vocational teachers sharpen their pedagogical competencies. It was also concluded that vocational administrators generally want teachers to utilize more aides (para-professionals) and resource persons within their local communities.

Rank-Ordering the Competencies

Discussion. This section pertains to research question four, which focused on the rank-order of importance of the pedagogical competencies. Each teacher was asked to rank-order the competencies on a scale of from "very important" to "no importance."

The rank-ordering revealed some interesting priorities. Most of the respondents felt that teachers should possess an ability to communicate effectively with students, to introduce a lesson, and to perceive the world from the students' point of view. These three competencies achieved the highest ranking of the three respective sections. The vocational teachers also showed that competencies pertaining to creating tension-free classroom atmospheres, getting along well with other faculty members, and relating learning to the students' experiences and past learning were very important to them. These competencies tend to focus on communication skills, which are, of course, essential to achieving success with students from the inner city.

Vocational teachers felt that the competencies pertaining to coping with unpleasant remarks made by students, understanding of students with personal problems, and knowing the literature dealing with Black dialect were of little or no importance. These competencies tended to focus on classroom generalship and cultural differences. The competencies concerning cultural differences ranked the lowest and least important of the pedagogical competencies, which seemed to suggest that vocational teachers may not be deeply concerned with individual differences in their students.

Research has subbested, however, that vocational teachers should allow for individual differences in disadvantaged students (Sheppard, 1976; Eubanks and Levine, 1977). Many teachers try to fit all students into a mold, disregarding the maxim that not all students learn at the same rate. Cultural differences are an integral part of disadvantaged students, especially in the inner city, and vocational teachers should probably pay more attention to this area.

Conclusions. It was concluded that vocational teachers, themselves, felt that teachers should possess more competence in communication skills rather than in skills that bridge cultural differences. It was also concluded that many cultural and ethnic differences characterize disadvantaged students in most inner city schools

Open-Ended Responses Expressed by Vocational Teachers

Discussion. This section focused on the open-ended responses recorded by vocational teachers as invited by research question five. Vocational teachers within the selected cities of Erie, Johnstown, Philadelphia, and Pittsburgh were given an opportunity to express themselves freely concerning disadvantaged students. Oppenheim (1966) and Van Delen (1962) concurred that open-ended questionnaires are helpful precisely because they provide respondents with this freedom of expression.

Two points should be noted concerning these open-ended responses: First, most of the teachers felt that additional competence in psychology, sociology, and other liberal arts courses would enable them to teach disadvantaged students better. Second, the vast majority of vocational teachers in this study seemed to share similar feelings about disadvantaged students--noting their "low academic ability" and their "social and economical deprivation." Ironically, their feelings often carried negative overtones concerning the disadvantaged.

Conclusions. It was concluded that vocational teachers seem to have various levels of expectations of the disadvantaged students that they teach but that generally these levels were low.

Research Questions That Revealed Significant Differences

Discussion. The section cites conclusions on questions six and eight. Question six focused on the difference between vocational administrators and teachers in the degree of importance they placed on the 25 pedagogical competencies required for teaching inner-city disadvantaged students; question eight focused on the difference between male and female vocational teachers according to how they responded to the competencies.

In research question six, administrators placed a higher value on the competencies than the teachers, especially in the Execution of Instruction and the Classroom Management sections. Several reasons may explain these differences. First, vocational administrators have usually had more exposure to these pedagogical competencies than the teachers. Most administrators attend conferences, seminars, and conventions where many of these competencies receive high priority. On the other hand, vocational teachers generally find it difficult to attend these events because they lack certified vocational substitutes to take over their classes, they receive no reimbursement for travel expenses, and other similar reasons.

Another explanation for the significant differences may have something to do with the way administrators view the competencies. Vocational administrators may view these competencies as evaluative guidelines for evaluating their teachers, especially before tenure. Administrators may use the competencies as part of a "check-off list" to see if their teachers are competent in the areas named.

Still another explanation for these differences could be that most of the vocational administrators have been away from the classroom for long periods which can cause them to lose the teacher's point of view. The final reason may be attributed to the length of the administrator's questionnaire. The administrators had to respond to a 20-page questionnaire which may have caused some of them to respond haphazardly.

Although the sample was sufficiently representative, three reasons may be advanced for these significant differences between the male and female teachers as perceived in research question eight. These reasons may also explain why female teachers rated the competencies higher than their male counterparts. First, the differences may have been purely accidental. (Gould and Wartofsky, 1976, for example, stated that it is human nature for males and females to disagree on any given matter.) Second, the significant differences between the two groups may be attributed to the educational levels attained by the females. Most of the female teachers had earned advanced degrees, which at least implies that they had had some prior exposure to these pedagogical competencies.

Third, the flexibility in the occupational background of female teachers may account for the significant differences between the groups. Most of the female teachers were either home economists, business educators, or health assistants. On the other hand, the vast majority of the male teachers tended to have a traditional trade and industry background. Further research is obviously needed in this area.

Conclusions. In regard to research question six, it was concluded that vocational administrators and teachers view the pedagogical competencies differently. Several reasons are attributed to these differences. In regard to research question eight, it was tentatively concluded that the sample was too small to warrant a valid judgment concerning the differences between male and female teachers with respect to the way they valued the competencies.

Research Questions That Revealed No Significant Differences

Discussion. Information from this limited research revealed no significant differences between the degree of importance that respondents placed on the competencies and the following dependent variables: (1) the experience of teachers, (2) the size of cities, (3) the age of respondents, (4) ethnic and racial backgrounds, and

(5) experience with the disadvantaged. Information concerning these variables were presented earlier in the study.

Although the sample was relatively small, especially in Erie and Johnstown, vocational teachers with two or more years of teaching experience seemed to agree the pedagogical competencies. This agreement may be attributed to their similar trade and industry backgrounds. The size of the cities was also considered as an explanation; however, the results were the same--no significant differences. Vocational teachers in the small city (population 50,000 or less) tended to have fewer "big-city" problems than their colleagues in large cities. This may be one reason why no significant differences occurred. Another may have been the relevancy of the questionnaire. Many of the Johnstown vocational teachers apparently felt that the questionnaire really didn't apply to them. Consequently, they may have responded haphazardly.

Regarding the age variable of the respondents, most of the teachers were the age group of from early forties to mid-fifties, and they had acquired a considerable amount of teaching experience. There was also a large percentage of teachers ranging in age from their early twenties to mid-thirties in each of the selected cities. This group could have been computed individually instead of combining them with the four cities. Computing the dependent variables within each city may have produced some measurable differences.

The respondents' responses to the dependent variables ethnic and racial background and experience with the disadvantaged seemed to coincide--no significant differences appeared. The literature did not, however, predict this result. In two of the selected cities, Erie and

Johnstown, no Black vocational teachers participated in the study. This made it difficult to draw valid conclusions regarding the responses of Black teachers and White teachers. The responses to the questionnaire seem to suggest, then, that vocational teachers need not come from a minority background in order to work effectively with disadvantaged students. This is a promising result, because effectively educating disadvantaged students will require a conscientious effort among both racial groups.

Conclusions. It was concluded that the sample was too small to warrant reliable judgments on the relationship between the way teachers valued the competencies and the following dependent variables: the experience of teachers, the size of cities, the age of respondents, ethnic and racial backgrounds and experience with the disadvantaged. It was also concluded that further research is needed in these areas.

Brief Summary of Conclusions

In summary, it was concluded that disagreement exists between the following groups: (1) vocational administrators and teachers, and (2) male and female vocational teachers, with respect to the way they valued the pedagogical competencies. It was also concluded that the sample was not representative enough to draw valid and reliable judgments on the following dependent variables: the experience of teachers, the size of cities, the age of respondents, ethnic and racial backgrounds, and experience with the disadvantaged and the way teachers valued the competencies. Although information from this research revealed no significant differences to many of the research questions, it is felt that the study will be beneficial to many vocational administrators and teachers working with disadvantaged students, especially those in the inner-city schools of Pennsylvania.

Recommendations

As a result of the investigation reported herein, answers to a number of specific questions have been provided. In addition, several other findings of interest to vocational administrators and teachers have been revealed. Based upon the findings of this research, the following recommendations are made.

For Practice

1. It is recommended that more preservice and inservice staff development, workshops, seminars, and conferences be conducted concerning the diverse cultural and socioeconomic backgrounds of students in order to improve the effectiveness of inner-city teachers.
2. It is recommended that there be more recruitment of minorities to fill teaching as well as administrative positions to assist in educating disadvantaged students.
3. It is recommended that both vocational administrators and teachers take a more active role in educating disadvantaged students by getting involved in various local and national organizations that can expedite multi-ethnic and bilingual education. Their involvement might encourage disadvantaged persons to take the initiative needed to break the poverty cycle.

4. It is recommended that teacher education programs offer more interdisciplinary courses relating to issues dealing with the disadvantaged.

For Further Research

1. It is recommended that the study reported herein be replicated with larger samples in order to cross-validate the findings of this study.
2. It is recommended that further investigation be done on the effectiveness of the instructional alternatives that were suggested by the administrators for promoting the delivery of the pedagogical competencies.
3. It is recommended that further study be done concerning vocational teachers' expectations of disadvantaged students within the inner city.
4. It is recommended that a comparative study be made on the attitudes and understanding of vocational administrators and teachers toward the disadvantaged students.

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APPENDIX A

VOCATIONAL ADMINISTRATOR'S QUESTIONNAIRE

VOCATIONAL ADMINISTRATORS' QUESTIONNAIRE

IDENTIFYING PEDAGOGICAL COMPETENCIES NEEDED TO TRAIN VOCATIONAL EDUCATION TEACHERS TO TEACH THE SOCIOECONOMICALLY AND EDUCATIONALLY DISADVANTAGED STUDENTS IN THE INNER CITIES OF PENNSYLVANIA

Part A: Answer each question by placing a check (✓) or write in the choice that indicates your response.

1. Administrative title: __Director __Coordinator __Supervisor __Principal __Curriculum Specialist

2. Highest degree or certificate held:
   __Associate __Bachelor __Master's __Doctorate
   Other ______________________________
   (specify type of certificate)

3. Your age: _____ and sex: _____Male _____Female

4. Total years experience in curriculum instruction: _____

5. Years at your present position: _____

6. Have you had any previous experience working with disadvantaged persons? __Yes or __No. If Yes, total number of years _____. Please indicate the position held while working with the disadvantaged. ______ __________________________

7. How would you classify yourself:
   __American Indian __Oriental American __White American
   __Black American __American of Spanish Origin __Other Nationalities

Part B: Below is a list of twenty-five (25) factors that are associated with successful teaching in the inner-city classroom. These factors were selected from a study conducted by The Center for Vocational Education at The Ohio State University. Each of the 25 factors is followed by five (5) statements.

You can make a valuable contribution to this present study by indicating your opinion relative to each competency by circling its degree of importance at the right using the following rating scale: (VI) Very Important; (I) Important; (SI) Some Importance; (LI) Little Importance; and (NI) No Importance.

Also circle the number that describes the best instructional alternatives that may be implemented into methods of instruction to enhance the chances for vocational teachers' success in the classroom. CIRCLE ONLY ONE number for each statement. The first factor with its five statements is filled in as an example.

A vocational education teacher in inner cities, in teaching the disadvantaged, should possess the following:

	Degree of Importance	Instructional Alternatives
1. Ability to identify and recognize problems without having to have them pointed out by others.	[✓ VI] I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ______________		[✓ 1] 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ______________		1 2 [✓ 3] 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ______________		[✓ 1] 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learing processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ___________		[✓ 1] 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ______		1 [✓ 2] 3 4 5
2. Ability to cope with unpleasant remarks made by students.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ______		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ______		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ______		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantages," (5) other ______		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ____________		1 2 3 4 5
3. Knowledge of community religious activities.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ____________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ____________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ____________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ____________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ____________		1 2 3 4 5
4. Ability to relate learning to student experiences and past learning.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ____________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ____________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ____________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ____________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ________		1 2 3 4 5
5. Knowledge of undercurrents of students' behavior in the classroom.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ______		1 2 3 4 5
6. Ability to analyze problems in a logical methodical manner.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ______		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ______		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ______		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ______		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ____________		1 2 3 4 5
7. Ability to differentiate the significant from the less significant and arrive at a sound conclusion.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ____________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ____________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ____________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ____________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ________		1 2 3 4 5
8. Ability to recognize heavy drug users in the classroom.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ____________		1 2 3 4 5
9. Ability to perceive the world from the students' point of view.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ____________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ____________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ____________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ____________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ______		1 2 3 4 5
10. An understanding of students with personal problems.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ______		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ______		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ______		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ______		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ____________		1 2 3 4 5
11. Ability to create a tension-free classroom atmosphere.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ____________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ____________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ____________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ____________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ________		1 2 3 4 5
12. Ability to deal with hyperactive students.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ______		1 2 3 4 5
13. Knowledge of students' backgrounds and their way of life.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ______		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ______		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ______		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ______		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ________		1 2 3 4 5
14. Ability to encourage students to speak out freely.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ______		1 2 3 4 5
15. Ability to establish and maintain an atmosphere conducive to teacher-pupil planning.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ______		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ______		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ______		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ______		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ________		1 2 3 4 5
16. Extensive knowledge of subject matter.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ________________		1 2 3 4 5
17. Ability to introduce a lesson.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ________________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ________________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ________________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ________________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ______		1 2 3 4 5
18. Knowledge of the disciplinary action for students' acts or behaviors.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ______		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ______		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ______		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ______		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ________		1 2 3 4 5
19. Knowledge of literature dealing with black dialect.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ____________		1 2 3 4 5
20. Ability to establish a rapport with students' parents, relatives, or guardians concerning his progress in the classroom.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ____________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ____________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ____________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ____________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ______		1 2 3 4 5
21. Ability to get along well with other faculty members--being cooperative rather than a loner.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ______		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ______		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ______		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ______		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ________		1 2 3 4 5
22. Ability to assist students in developing their initiative.	VI I SI LI NI	
a. TYPE of ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ____________		1 2 3 4 5
23. Ability to communicate effectively with students.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ____________		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ____________		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ____________		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ____________		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ______		1 2 3 4 5
24. Understanding of the cause of a student's behavior.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ______		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ______		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ______		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ______		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ______		1 2 3 4 5
25. Ability to control outbursts of fighting, aggressiveness, or overcompetitiveness.	VI I SI LI NI	
a. TYPE OF ACTIVITY PROMOTING COMPETENCY: (1) Group counseling instruction, (2) demonstration, (3) role-playing, (4) individual counseling, (5) other ______		1 2 3 4 5
b. NECESSARY TEACHER QUALIFICATIONS FOR EFFECTIVE DELIVERY: (1) Initial teaching certificate, (2) permanent teaching certificate, (3) professional experience in urban community activities, (4) special methods course in teaching inner-city youth, (5) other ______		1 2 3 4 5
c. FACILITIES/EQUIPMENT NEEDED FOR EFFECTIVE DELIVERY: (1) Shop or laboratory, (2) large classroom with equipment that would be flexible depending on the instructor and students, (3) simplified equipment, (4) lecture auditorium, (5) other ______		1 2 3 4 5
d. INSTRUCTIONAL MATERIALS (FILMS/SLIDES) SUGGESTED: (1) "Learning processes in inner-city classrooms," (2) "Discipline in the inner-city classroom," (3) "The environment of the disadvantaged," (4) "Language development and the disadvantaged," (5) other ______		1 2 3 4 5

	Degree of Importance	Instructional Alternatives
e. ADDITIONAL STAFFING NECESSARY FOR DELIVERY OF COMPETENCY: (1) Community resource persons, (2) teacher aide, (3) student leaders, (4) bilinguists, (5) other ______________________		1 2 3 4 5

THANK YOU FOR YOUR COOPERATION.

COMMENTS ARE WELCOME!

APPENDIX B

VOCATIONAL TEACHER'S QUESTIONNAIRE

VOCATIONAL TEACHER EDUCATION QUESTIONNAIRE

IDENTIFYING PEDAGOGICAL COMPETENCIES NEEDED TO TRAIN VOCATIONAL EDUCATION TEACHERS TO TEACH THE SOCIOECONOMICALLY AND EDUCATIONALLY DISADVANTAGED STUDENTS IN THE INNER CITIES OF PENNSYLVANIA

Part A. Please answer each question by placing a check (✓) or write in the choice that indicates your response.

1. Type of institution: __Sr. High School __AVTS ____________Other
2. Sex: __Male __Female
3. Your age: _____ Present position:____________________________
4. Highest degree or certificate held: __Associate __Bachelor
   __Master's __Doctorate ______________________________Other
   (Specify type of certificate)
5. Total years of teaching experience: _____
6. The number of years at your present position: _____
7. Total years teaching disadvantaged students: _____
8. How would you classify yourself:
   __American Indian __Oriental American __White American
   __Black American __American of Spanish Origin __Other Nationalities

Part B. Below is a list of twenty-five (25) factors that are associated with successful teaching in the inner-city classroom. These factors were selected from a recent study conducted by The Center for Vocational Education at The Ohio State University.

You can make a valuable contribution to this present study by indicating your opinion relative to each competency by circling its degree of importance at the left using the following rating scale: (VI) Very Important; (I) Important; (SI) Some Importance; (LI) Little Importance; and (NI) No Importance.

After rating all of the statements, rank each one in its order of importance to you, letting the number one (1) represent the most important, the number two (2) the next important, etc. (An example of rank order may be 5, 4, 3, 2, 1, 6, 7, 8, 9.)

Degree of Importance (Circle One)	A Vocational Education Teacher in Inner Cities, in Teaching the Disadvantaged, Should Possess the Following	Order of Importance (Rank from 1-9)
	SECTION I: EXECUTION OF INSTRUCTION	
VI I SI LI NI	1. Ability to identify and recognize problems without having to have them pointed out by others.	___
VI I SI LI NI	2. Ability to cope with unpleasant remarks made by students.	___
VI I SI LI NI	3. Knowledge of community religious activities.	___
VI I SI LI NI	4. Ability to relate learning to student experiences and past learning.	___
VI I SI LI NI	5. Knowledge of undercurrents of students' behavior in the classroom.	___
VI I SI LI NI	6. Ability to analyze problems in a logical, methodical manner.	___
VI I SI LI NI	7. Ability to differentiate the significant from the less significant and arrive at a sound conclusion.	___
VI I SI LI NI	8. Ability to recognize heavy drug users in the classroom.	___
VI I SI LI NI	9. Ability to perceive the world from the students' point of view.	___

A Reminder: Please rank each previous statement in its order of importance.

(Circle One)	SECTION II: INTERPERSONAL AND GROUP RELATIONS	(Rank from 1-8)
	Directions: Please follow the same directions as stated in Part B on page 1.	
VI I SI LI NI	1. An understanding of students with personal problems.	___
VI I SI LI NI	2. Ability to create a tension-free classroom atmosphere.	___

Degree of Importance	A Vocational Education Teacher in Inner Cities, in Teaching the Disadvantaged, Should Possess the Following	Order of Importance
VI I SI LI NI	3. Ability to deal with hyperactive students.	___
VI I SI LI NI	4. Knowledge of students' backgrounds and their way of life.	___
VI I SI LI NI	5. Ability to encourage students to speak out freely.	___
VI I SI LI NI	6. Ability to establish and maintain an atmosphere conducive to teacher-pupil planning.	___
VI I SI LI NI	7. Extensive knowledge of subject matter.	___
VI I SI LI NI	8. Ability to introduce a lesson.	___

A Reminder: Please rank each previous statement in its order of importance.

(Circle One)	SECTION III: CLASSROOM MANAGEMENT	(Rank from 1-8)
	Directions: Please follow the same directions as stated in Part B on page 1.	
VI I SI LI NI	1. Knowledge of the disciplinary action for students' acts or behaviors.	___
VI I SI LI NI	2. Knowledge of literature dealing with black dialect.	___
VI I SI LI NI	3. Ability to establish a rapport with students' parents, relatives, or guardians concerning his progress in the classroom.	___
VI I SI LI NI	4. Ability to get along well with other faculty members--being cooperative rather than a loner.	___
VI I SI LI NI	5. Ability to assist students in developing their initiative.	___
VI I SI LI NI	6. Ability to communicate effectively with students.	___
VI I SI LI NI	7. Understanding of the cause of a student's behavior.	___
VI I SI LI NI	8. Ability to control outbursts of fighting, aggressiveness, or over-competitiveness.	___

Part C: Please respond to the statements listed below by expressing your views and opinions concerning each of them. You may write on the back of the questionnaire if necessary.

1. How would you describe the disadvantaged students that you are presently teaching? (Examples--culturally, socially, etc.)

2. List at least three (3) educational competencies that you feel are most significant for vocational education teachers to possess in order to better teach urban disadvantaged students. (Example--knowledge of the multicultures of urban disadvantaged persons.)

3. What type of academic courses should prospective vocational education teachers take in order to effectively teach the inner-city disadvantaged students?

4. Summarize the needs, interests, and abilities of the disadvantaged students that you teach. (Note: Ability--meaning general academic ability. above average, average or below average.)

THANK YOU FOR YOUR COOPERATION

COMMENTS ARE WELCOME!

APPENDIX C

INSTRUCTIONAL ALTERNATIVES--TABLES 25 through 48

TABLE 25

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY TWO--ABILITY TO COPE WITH UNPLEASANT REMARKS MADE BY STUDENTS

Competency 2. Ability to Cope With Unpleasant Remarks Made by Students	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	26	30
Demonstration	6	7
Role-playing	29	33
Individual counseling	26	30
Other	0	0
TOTAL	87	100
Teacher Qualifications		
Initial teaching certificate	6	9
Permanent teaching certificate	2	3
Professional experience/urban activities	28	42
Special methods course/teaching inner-city youth	25	37
Other	6	9
TOTAL	67	100
Facilities/Equipment Needed		
Shop or laboratory	26	30
Large classroom/equipment flexible, depending on instructor/students	30	34
Simplified equipment	21	24
Lecture auditorium	0	0
Other	10	12
TOTAL	87	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	16	19
Discipline in inner-city classrooms	21	25
The environment on disadvantaged	26	31
Language development and disadvantaged	18	21
Other	4	4
TOTAL	85	100
Additional Staffing Necessary		
Community resource persons	39	46
Teacher aide	19	22
Student leaders	19	22
Bilinguist	6	7
Other	2	2
TOTAL	85	99

Percentage may not equal 100 because of rounding.

TABLE 26

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY THREE--KNOWLEDGE OF COMMUNITY RELIGIOUS ACTIVITIES

Competency 3. Knowledge of community religious activities	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	44	52
Demonstration	8	9
Role-playing	12	14
Individual counseling	16	19
Other	5	6
TOTAL	85	100
Teacher Qualifications		
Initial teaching certificate	7	8
Permanent teaching certificate	2	2
Professional experience/urban activities	51	59
Special methods course/teaching inner-city youth	21	24
Other	6	7
TOTAL	87	100
Facilities/Equipment Needed		
Shop or laboratory	16	19
Large classroom/equipment flexible, depending on instructor/students	21	24
Simplified equipment	18	21
Lecture auditorium	20	23
Other	11	13
TOTAL	86	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	15	18
Discipline in inner-city classrooms	5	6
The environment on disadvantaged	53	63
Language development and disadvantaged	5	6
Other	6	7
TOTAL	84	100
Additional Staffing Necessary		
Community resource persons	61	74
Teacher aide	3	4
Student leaders	10	12
Bilinguist	4	5
Other	4	5
TOTAL	82	100

TABLE 27

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY FOUR--ABILITY TO RELATE LEARNING TO STUDENT EXPERIENCE AND PAST LEARNING

Competency 4. Ability to relate learning to student experiences and past learning	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	31	36
Demonstration	16	19
Role-playing	21	24
Individual counseling	16	19
Other	2	2
TOTAL	86	100
Teacher Qualifications		
Initial teaching certificate	12	14
Permanent teaching certificate	11	13
Professional experience/urban activities	32	37
Special methods course/teaching inner-city youth	27	31
Other	5	5
TOTAL	87	100
Facilities/Equipment Needed		
Shop or laboratory	36	42
Large classroom/equipment flexible, depending on instructor/students	29	34
Simplified equipment	11	13
Lecture auditorium	5	5
Other	5	6
TOTAL	86	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	46	55
Discipline in inner-city classrooms	5	6
The environment on disadvantaged	27	33
Language development and disadvantaged	3	4
Other	2	2
TOTAL	83	100
Additional Staffing Necessary		
Community resource persons	34	40
Teacher aide	27	32
Student leaders	17	20
Bilinguist	2	2
Other	5	6
TOTAL	85	100

TABLE 28

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY FIVE--KNOWLEDGE OF UNDERCURRENTS OF STUDENTS' BEHAVIOR IN THE CLASSROOM

Competency 5. Knowledge of undercurrents of students' behavior in the classroom	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	42	49
Demonstration	4	5
Role-playing	14	16
Individual counseling	25	29
Other	1	1
TOTAL	86	100
Teacher Qualifications		
Initial teaching certificate	7	8
Permanent teaching certificate	3	3
Professional experience/urban activities	45	52
Special methods course/teaching inner-city youth	27	31
Other	5	6
TOTAL	87	100
Facilities/Equipment Needed		
Shop or laboratory	26	31
Large classroom/equipment flexible, depending on instructor/students	26	31
Simplified equipment	21	25
Lecture auditorium	6	7
Other	5	6
TOTAL	84	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	21	25
Discipline in inner-city classrooms	30	36
The environment on disadvantaged	24	29
Language development and disadvantaged	4	5
Other	5	5
TOTAL	84	100
Additional Staffing Necessary		
Community resource persons	35	41
Teacher aide	13	15
Student leaders	27	31
Bilinguist	5	6
Other	6	7
TOTAL	86	100

TABLE 29

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY SIX--ABILITY TO ANALYZE PROBLEMS IN A LOGICAL, METHODICAL MANNER

Competency 6. Ability to analyze problems in a logical, methodical manner	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	23	26
Demonstration	17	19
Role-playing	18	21
Individual counseling	25	28
Other	5	6
TOTAL	88	100
Teacher Qualifications		
Initial teaching certificate	18	21
Permanent teaching certificate	20	23
Professional experience/urban activities	31	35
Special methods course/teaching inner-city youth	15	17
Other	4	5
TOTAL	88	101
Facilities/Equipment Needed		
Shop or laboratory	30	35
Large classroom/equipment flexible, depending on instructor/students	21	25
Simplified equipment	20	24
Lecture auditorium	8	9
Other	6	7
TOTAL	85	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	41	49
Discipline in inner-city classrooms	8	10
The environment on disadvantaged	23	28
Language development and disadvantaged	4	5
Other	7	8
TOTAL	83	100
Additional Staffing Necessary		
Community resource persons	38	45
Teacher aide	23	27
Student leaders	10	12
Bilinguist	1	1
Other	12	14
TOTAL	84	99

Percentage may not equal 100 because of rounding.

TABLE 30

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY SEVEN--ABILITY TO DIFFERENTIATE THE SIGNIFICANT FROM THE LESS SIGNIFICANT AND ARRIVE AT A SOUND CONCLUSION

Competency 7. Ability to differentiate the significant from the less significant and arrive at a sound conclusion.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	29	33
Demonstration	14	16
Role-playing	21	24
Individual counseling	15	17
Other	9	10
TOTAL	88	100
Teacher Qualifications		
Initial teaching certificate	18	21
Permanent teaching certificate	15	17
Professional experience/urban activities	31	36
Special methods course/teaching inner-city youth	17	20
Other	6	7
TOTAL	87	101
Facilities/Equipment Needed		
Shop or laboratory	28	33
Large classroom/equipment flexible, depending on instructor/students	25	29
Simplified equipment	16	19
Lecture auditorium	9	11
Other	8	9
TOTAL	86	101
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	45	54
Discipline in inner-city classrooms	4	5
The environment on disadvantaged	23	28
Language development and disadvantaged	4	5
Other	7	8
TOTAL	83	100
Additional Staffing Necessary		
Community resource persons	35	42
Teacher aide	22	26
Student leaders	14	17
Bilinguist	1	1
Other	12	14
TOTAL	84	100

Percentage may not equal 100 because of rounding.

TABLE 31

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY EIGHT--ABILITY TO RECOGNIZE HEAVY DRUG USERS IN THE CLASSROOM

Competency 8. Ability to recognize heavy drug users in the classroom.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	33	38
Demonstration	8	9
Role-playing	9	11
Individual counseling	32	37
Other	4	5
TOTAL	86	100
Teacher Qualifications		
Initial teaching certificate	10	12
Permanent teaching certificate	4	5
Professional experience/urban activities	48	55
Special methods course/teaching inner-city youth	16	18
Other	9	10
TOTAL	87	100
Facilities/Equipment Needed		
Shop or laboratory	21	25
Large classroom/equipment flexible, depending on instructor/students	21	25
Simplified equipment	20	24
Lecture auditorium	11	13
Other	10	12
TOTAL	83	99
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	11	13
Discipline in inner-city classrooms	15	18
The environment on disadvantaged	44	53
Language development and disadvantaged	3	4
Other	10	12
TOTAL	83	100
Additional Staffing Necessary		
Community resource persons	53	62
Teacher aide	14	16
Student leaders	11	13
Bilinguist	3	4
Other	5	6
TOTAL	86	101

Percentage may not equal 100 because of rounding.

TABLE 32

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY NINE--ABILITY TO PERCEIVE THE WORLD FROM THE STUDENTS' POINT OF VIEW

Competency 9. Ability to perceive the world from the students' point of view.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	37	43
Demonstration	5	6
Role-playing	35	40
Individual counseling	7	8
Other	3	3
TOTAL	87	101
Teacher Qualifications		
Initial teaching certificate	10	12
Permanent teaching certificate	12	14
Professional experience/urban activities	35	40
Special methods course/teaching inner-city youth	25	29
Other	5	6
TOTAL	87	101
Facilities/Equipment Needed		
Shop or laboratory	19	22
Large classroom/equipment flexible, depending on instructor/students	34	40
Simplified equipment	19	22
Lecture auditorium	7	8
Other	6	7
TOTAL	85	99
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	12	23
Discipline in inner-city classrooms	8	10
The environment on disadvantaged	49	58
Language development and disadvantaged	3	4
Other	5	6
TOTAL	77	101
Additional Staffing Necessary		
Community resource persons	36	41
Teacher aide	9	10
Student leaders	36	41
Bilinguist	3	3
Other	3	3
TOTAL	87	100

Percentage may not equal 100 because of rounding.

TABLE 33

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 10--AN UNDERSTANDING OF STUDENTS WITH PERSONAL PROBLEMS

Competency 10. An understanding of students with personal problems.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	24	27
Demonstration	5	6
Role-playing	7	8
Individual counseling	49	56
Other	3	3
TOTAL	88	100
Teacher Qualifications		
Initial teaching certificate	15	17
Permanent teaching certificate	9	10
Professional experience/urban activities	30	35
Special methods course/teaching inner-city youth	26	30
Other	7	8
TOTAL	87	100
Facilities/Equipment Needed		
Shop or laboratory	18	21
Large classroom/equipment flexible, depending on instructor/students	30	35
Simplified equipment	19	22
Lecture auditorium	7	8
Other	11	13
TOTAL	85	99
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	20	24
Discipline in inner-city classrooms	4	5
The environment on disadvantaged	47	57
Language development and disadvantaged	6	7
Other	5	6
TOTAL	82	99
Additional Staffing Necessary		
Community resource persons	42	50
Teacher aide	16	19
Student leaders	14	17
Bilinguist	1	1
Other	11	13
TOTAL	84	100

Percentage may not equal 100 because of rounding

TABLE 34

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 11--ABILITY TO CREATE A TENSION-FREE CLASSROOM ATMOSPHERE

Competency 11. Ability to create a tension-free classroom atmosphere.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	40	46
Demonstration	13	15
Role-playing	24	28
Individual counseling	7	8
Other	5	3
TOTAL	89	100
Teacher Qualifications		
Initial teaching certificate	18	21
Permanent teaching certificate	9	11
Professional experience/urban activities	27	31
Special methods course/teaching inner-city youth	29	34
Other	3	4
TOTAL	86	101
Facilities/Equipment Needed		
Shop or laboratory	33	39
Large classroom/equipment flexible, depending on instructor/students	30	35
Simplified equipment	13	15
Lecture auditorium	7	8
Other	2	2
TOTAL	85	99
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	35	43
Discipline in inner-city classrooms	15	18
The environment on disadvantaged	22	27
Language development and disadvantaged	6	7
Other	4	5
TOTAL	82	100
Additional Staffing Necessary		
Community resource persons	25	30
Teacher aide	30	36
Student leaders	23	28
Bilinguist	0	0
Other	5	6
TOTAL	83	100

Percentage may not equal 100 because of rounding.

TABLE 35

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 12--ABILITY TO DEAL WITH HYPERACTIVE STUDENTS

Competency 12. Ability to deal with hyperactive students.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	29	34
Demonstration	3	4
Role-playing	14	16
Individual counseling	40	47
Other	0	0
TOTAL	86	101
Teacher Qualifications		
Initial teaching certificate	16	19
Permanent teaching certificate	13	15
Professional experience/urban activities	24	28
Special methods couse/teaching inner-city youth	24	28
Other	9	11
TOTAL	86	101
Facilities/Equipment Needed		
Shop or laboratory	41	49
Large classroom/equipment flexible, depending on instructor/students	24	29
Simplified equipment	15	18
Lecture auditorium	2	2
Other	2	2
TOTAL	84	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	38	48
Discipline in inner-city classrooms	11	14
The environment on disadvantaged	13	16
Language development and disadvantaged	3	4
Other	15	19
TOTAL	80	101
Additional Staffing Necessary		
Community resource persons	25	31
Teacher aide	38	46
Student leaders	10	12
Bilinguist	0	0
Other	9	11
TOTAL	82	100

Percentage may not equal 100 because of rounding.

TABLE 36

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 13--KNOWLEDGE OF STUDENTS' BACKGROUNDS AND THEIR WAY OF LIFE

Competency 13. Knowledge of students' backgrounds and their way of life.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	37	43
Demonstration	5	6
Role-playing	17	20
Individual counseling	25	21
Other	3	3
TOTAL	87	93
Teacher Qualifications		
Initial teaching certificate	11	13
Permanent teaching certificate	7	8
Professional experience/urban activities	47	54
Special methods course/teaching inner-city youth	19	22
Other	3	3
TOTAL	87	100
Facilities/Equipment Needed		
Shop or laboratory	23	28
Large classroom/equipment flexible, depending on instructor/students	24	29
Simplified equipment	15	18
Lecture auditorium	8	10
Other	13	16
TOTAL	83	101
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	16	19
Discipline in inner-city classrooms	8	10
The environment on disadvantaged	50	60
Language development and disadvantaged	6	7
Other	3	4
TOTAL	83	100
Additional Staffing Necessary		
Community resource persons	53	63
Teacher aide	15	18
Student leaders	11	13
Bilinguist	4	5
Other	1	1
TOTAL	84	100

Percentage may not equal 100 because of rounding.

TABLE 37

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 14--ABILITY TO ENCOURAGE STUDENTS TO SPEAK OUT FREELY

Competency 14. Ability to encourage students to speak out freely.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	33	38
Demonstration	10	12
Role-playing	36	41
Individual counseling	6	7
Other	2	2
TOTAL	87	100
Teacher Qualifications		
Initial teaching certificate	20	23
Permanent teaching certificate	14	16
Professional experience/urban activities	22	26
Special methods course/teaching inner-city youth	25	29
Other	5	6
TOTAL	86	100
Facilities/Equipment Needed		
Shop or laboratory	28	31
Large classroom/equipment flexible, depending on instructor/students	24	30
Simplified equipment	16	19
Lecture auditorium	10	12
Other	7	8
TOTAL	85	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	29	35
Discipline in inner-city classrooms	8	10
The environment on disadvantaged	18	22
Language development and disadvantaged	22	27
Other	5	6
TOTAL	82	100
Additional Staffing Necessary		
Community resource persons	21	25
Teacher aide	21	25
Student leaders	25	31
Bilinguist	8	10
Other	8	10
TOTAL	83	101

Percentage may not equal 100 because of rounding.

TABLE 38

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 15--ABILITY TO ESTABLISH AND MAINTAIN AN ATMOSPHERE CONDUCIVE TO TEACHER-PUPIL PLANNING

Competency 15. Ability to establish and maintain an atmosphere conducive to teacher-pupil planning.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	44	51
Demonstration	25	29
Role-playing	11	13
Individual counseling	3	4
Other	3	4
TOTAL	86	101
Teacher Qualifications		
Initial teaching certificate	20	23
Permanent teaching certificate	20	23
Professional experience/urban activities	24	28
Special methods course/teaching inner-city youth	19	22
Other	3	4
TOTAL	86	100
Facilities/Equipment Needed		
Shop or laboratory	32	38
Large classroom/equipment flexible, depending on instructor/students	36	43
Simplified equipment	12	14
Lecture auditorium	0	0
Other	4	5
TOTAL	84	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	55	68
Discipline in inner-city classrooms	9	11
The environment on disadvantaged	13	16
Language development and disadvantaged	1	1
Other	3	4
TOTAL	81	100
Additional Staffing Necessary		
Community resource persons	26	32
Teacher aide	25	31
Student leaders	26	32
Bilinguist	2	2
Other	3	4
TOTAL	82	101

Percentage may not equal 100 because of rounding.

TABLE 39

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 16--EXTENSIVE KNOWLEDGE OF SUBJECT MATTER

Competency 16. Extensive knowledge of subject matter.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	18	23
Demonstration	32	41
Role-playing	1	1
Individual counseling	12	15
Other	16	20
TOTAL	79	100
Teacher Qualifications		
Initial teaching certificate	19	23
Permanent teaching certificate	32	38
Professional experience/urban activities	16	19
Special methods course/teaching inner-city youth	8	10
Other	9	11
TOTAL	84	101
Facilities/Equipment Needed		
Shop or laboratory	50	61
Large classroom/equipment flexible, depending on instructor/students	18	22
Simplified equipment	8	10
Lecture auditorium	4	5
Other	2	2
TOTAL	82	101
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	39	51
Discipline in inner-city classrooms	4	5
The environment on disadvantaged	12	16
Language development and disadvantaged	6	8
Other	15	20
TOTAL	76	100
Additional Staffing Necessary		
Community resource persons	34	44
Teacher aide	27	35
Student leaders	6	8
Bilinguist	2	3
Other	9	12
TOTAL	9	12

Percentage may not equal 100 because of rounding.

TABLE 40

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 17--ABILITY TO INTRODUCE A LESSON

Competency 17. Ability to introduce a lesson.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	20	24
Demonstration	51	62
Role-playing	7	9
Individual counseling	1	1
Other	3	4
TOTAL	82	100
Teacher Qualifications		
Initial teaching certificate	31	37
Permanent teaching certificate	25	30
Professional experience/urban activities	12	14
Special methods course/teaching inner-city youth	13	16
Other	3	4
TOTAL	83	101
Facilities/Equipment Needed		
Shop or laboratory	48	59
Large classroom/equipment flexible, depending on instructor/students	21	26
Simplified equipment	7	9
Lecture auditorium	4	5
Other	2	2
TOTAL	82	101
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	55	67
Discipline in inner-city classrooms	8	10
The environment on disadvantaged	5	6
Language development and disadvantaged	6	7
Other	8	10
TOTAL	82	100
Additional Staffing Necessary		
Community resource persons	25	31
Teacher aide	32	39
Student leaders	10	12
Bilinguist	3	4
Other	12	15
TOTAL	82	101

Percentage may not equal 100 because of rounding.

TABLE 41

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 18--KNOWLEDGE OF DISCIPLINARY ACTION FOR STUDENTS' ACTS OR BEHAVIOR

Competency 18. Knowledge of the disciplinary action for students' acts or behaviors.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	38	45
Demonstration	7	8
Role-playing	10	12
Individual counseling	24	28
Other	6	7
TOTAL	85	100
Teacher Qualifications		
Initial teaching certificate	19	22
Permanent teaching certificate	18	21
Professional experience/urban activities	22	26
Special methods course/teaching inner-city youth	20	23
Other	7	8
TOTAL	86	100
Facilities/Equipment Needed		
Shop or laboratory	25	31
Large classroom/equipment flexible, depending on instructor/students	27	33
Simplified equipment	18	22
Lecture auditorium	5	6
Other	7	9
TOTAL	82	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	11	13
Discipline in inner-city classrooms	55	67
The environment on disadvantaged	10	12
Language development and disadvantaged	1	1
Other	5	6
TOTAL	82	99
Additional Staffing Necessary		
Community resource persons	31	38
Teacher aide	24	29
Student leaders	12	15
Bilinguist	0	0
Other	15	18
TOTAL	82	100

Percentage may not equal 100 because of rounding.

TABLE 42

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 19--KNOWLEDGE OF LITERATURE DEALING WITH BLACK DIALECT

Competency 19. Knowledge of literature dealing with black dialect.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	34	41
Demonstration	15	18
Role-playing	18	22
Individual counseling	6	7
Other	10	12
TOTAL	83	100
Teacher Qualifications		
Initial teaching certificate	17	20
Permanent teaching certificate	8	10
Professional experience/urban activities	23	27
Special methods course/teaching inner-city youth	31	37
Other	5	5
TOTAL	84	99
Facilities/Equipment Needed		
Shop or laboratory	17	21
Large classroom/equipment flexible, depending on instructor/students	25	31
Simplified equipment	16	20
Lecture auditorium	16	20
Other	7	9
TOTAL	81	101
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	13	16
Discipline in inner-city classrooms	3	4
The environment on disadvantaged	20	28
Language development and disadvantaged	41	48
Other	4	4
TOTAL	81	100
Additional Staffing Necessary		
Community resource persons	41	51
Teacher aide	7	9
Student leaders	11	14
Bilinguist	14	17
Other	8	10
TOTAL	81	101

Percentage may not equal 100 because of rounding.

TABLE 43

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 20--ABILITY TO ESTABLISH A RAPPORT WITH STUDENTS' PARENTS, RELATIVES, OR GUARDIANS CONCERNING HIS PROGRESS IN THE CLASSROOM

Competency 20. Ability to establish a rapport with students' parents, relatives, or guardians concerning his progress in the classroom.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	35	42
Demonstration	6	7
Role-playing	16	19
Individual counseling	18	22
Other	8	10
TOTAL	83	100
Teacher Qualifications		
Initial teaching certificate	18	21
Permanent teaching certificate	11	13
Professional experience/urban activities	40	48
Special methods course/teaching inner-city youth	11	13
Other	4	5
TOTAL	84	100
Facilities/Equipment Needed		
Shop or laboratory	27	33
Large classroom/equipment flexible, depending on instructor/students	15	18
Simplified equipment	16	20
Lecture auditorium	9	11
Other	15	18
TOTAL	82	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	19	24
Discipline in inner-city classrooms	6	8
The environment on disadvantaged	41	51
Language development and disadvantaged	7	9
Other	7	9
TOTAL	80	101
Additional Staffing Necessary		
Community resource persons	49	60
Teacher aide	5	6
Student leaders	11	13
Bilinguist	7	9
Other	10	12
TOTAL	82	100

Percentage may not equal 100 because of rounding.

TABLE 44

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 21--ABILITY TO GET ALONG WELL WITH OTHER FACULTY MEMBERS--BEING COOPERATIVE RATHER THAN A LONER

Competency 21. Ability to get along well with other faculty members--being cooperative rather than a loner.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	35	43
Demonstration	10	12
Role-playing	15	19
Individual counseling	14	17
Other	7	9
TOTAL	81	100
Teacher Qualifications		
Initial teaching certificate	29	35
Permanent teaching certificate	12	22
Professional experience/urban activities	22	27
Special methods course/teaching inner-city youth	3	4
Other	10	12
TOTAL	76	100
Facilities/Equipment Needed		
Shop or laboratory	23	29
Large classroom/equipment flexible, depending on instructor/students	14	18
Simplified equipment	14	18
Lecture auditorium	8	10
Other	20	25
TOTAL	79	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	25	33
Discipline in inner-city classrooms	4	5
The environment on disadvantaged	19	25
Language development and disadvantaged	0	0
Other	27	36
TOTAL	75	99
Additional Staffing Necessary		
Community resource persons	28	37
Teacher aide	14	18
Student leaders	3	4
Bilinguist	2	3
Other	29	38
TOTAL	76	100

Percentage may not equal 100 because of rounding.

TABLE 45

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 22--ABILITY TO ASSIST STUDENTS IN DEVELOPING THEIR INITIATIVE

Competency 22. Ability to assist students in developing their initiative.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	29	34
Demonstration	11	13
Role-playing	15	18
Individual counseling	30	34
Other	1	1
TOTAL	86	100
Teacher Qualifications		
Initial teaching certificate	24	27
Permanent teaching certificate	17	20
Professional experience/urban activities	16	19
Special methods course/teaching inner-city youth	27	31
Other	2	3
TOTAL	86	100
Facilities/Equipment Needed		
Shop or laboratory	38	45
Large classroom/equipment flexible, depending on instructor/students	32	38
Simplified equipment	8	10
Lecture auditorium	2	2
Other	4	5
TOTAL	84	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	48	59
Discipline in inner-city classrooms	8	10
The environment on disadvantaged	20	24
Language development and disadvantaged	2	2
Other	4	5
TOTAL	82	100
Additional Staffing Necessary		
Community resource persons	26	31
Teacher aide	27	33
Student leaders	19	23
Bilinguist	0	0
Other	11	13
TOTAL	83	100

Percentage may not equal 100 because of rounding.

TABLE 46

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 23--ABILITY TO COMMUNICATE EFFECTIVELY WITH STUDENTS

Competency 23. Ability to communicate effectively with students.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	37	44
Demonstration	13	15
Role-playing	18	21
Individual counseling	15	18
Other	2	2
TOTAL	85	100
Teacher Qualifications		
Initial teaching certificate	23	27
Permanent teaching certificate	16	19
Professional experience/urban activities	19	23
Special methods course/teaching inner-city youth	25	30
Other	1	1
TOTAL	84	100
Facilities/Equipment Needed		
Shop or laboratory	35	42
Large classroom/equipment flexible, depending on instructor/students	26	31
Simplified equipment	12	15
Lecture auditorium	4	5
Other	6	7
TOTAL	83	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	35	43
Discipline in inner-city classrooms	8	10
The environment on disadvantaged	18	22
Language development and disadvantaged	15	18
Other	6	7
TOTAL	82	100
Additional Staffing Necessary		
Community resource persons	30	37
Teacher aide	11	13
Student leaders	26	32
Bilinguist	4	5
Other	11	13
TOTAL	82	100

Percentage may not equal 100 because of rounding.

TABLE 47

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 24--UNDERSTANDING OF THE CAUSE OF A STUDENT'S BEHAVIOR

Competency 24. Understanding of the cause of a student's behavior.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	37	44
Demonstration	4	5
Role-playing	10	11
Individual counseling	32	38
Other	2	2
TOTAL	85	100
Teacher Qualifications		
Initial teaching certificate	22	26
Permanent teaching certificate	14	17
Professional experience/urban activities	27	32
Special methods course/teaching inner-city youth	18	21
Other	4	4
TOTAL	85	100
Facilities/Equipment Needed		
Shop or laboratory	32	38
Large classroom/equipment flexible, depending on instructor/students	21	25
Simplified equipment	19	23
Lecture auditorium	4	4
Other	8	10
TOTAL	84	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	24	29
Discipline in inner-city classrooms	18	22
The environment on disadvantaged	30	37
Language development and disadvantaged	6	7
Other	4	5
TOTAL	82	100
Additional Staffing Necessary		
Community resource persons	43	52
Teacher aide	12	15
Student leaders	19	23
Bilinguist	1	1
Other	7	9
TOTAL	82	100

Percentage may not equal 100 because of rounding.

TABLE 48

INSTRUCTIONAL ALTERNATIVE CHOICES OF ADMINISTRATORS FOR COMPETENCY 25--ABILITY TO CONTROL OUTBURSTS OF FIGHTING, AGGRESSIVENESS, OR OVER-COMPETITIVENESS

Competency 25. Ability to control outbursts of fighting, aggressiveness, or over-competitiveness.	Frequency	Percentage
Type of Activity Promoting Competency		
Group counseling instruction	43	50
Demonstration	8	10
Role-playing	19	22
Individual counseling	13	15
Other	3	3
TOTAL	86	100
Teacher Qualifications		
Initial teaching certificate	19	22
Permanet teaching certificate	12	14
Professional experience/urban activities	30	35
Special methods course/teaching inner-city youth	20	24
Other	4	5
TOTAL	85	100
Facilities/Equipment Needed		
Shop or laboratory	36	44
Large classroom/equipment flexible, depending on instructor/students	29	35
Simplified equipment	7	9
Lecture auditorium	3	3
Other	7	9
TOTAL	82	100
Instructional Materials (Films/Slides)		
Learning processes in inner-city classrooms	16	19
Discipline in inner-city classrooms	50	60
The environment on disadvantaged	12	14
Language development and disadvantaged	2	2
Other	4	5
TOTAL	84	100
Additional Staffing Necessary		
Community resource persons	28	34
Teacher aide	24	29
Student leaders	19	23
Bilinguist	1	1
Other	11	13
TOTAL	83	100

APPENDIX D

CORRESPONDENCE CONCERNING THE STUDY

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
HARRISBURG, PENNSYLVANIA 17126

Assistant Commissioner for Basic Education

March 16, 1976

Mr. Edgar I. Farmer
Graduate Assistant
The Pennsylvania State University
247 Chambers Building
University Park, Pennsylvania 16802

Dear Mr. Farmer:

It was a pleasure to have talked with you the other day and to have received your letter stating your intent to conduct your dissertation on pedagogical competencies for vocational teachdrs of the inner city disadvantaged. A topic of this nature could produce some interesting and needed results and I strongly urge you to move with haste in completing this study and making it available to the various users in Pennsylvania and the nation.

The passage of the Vocational Education Act of 1963 and the amendments to that act in 1968 gave a priority to serving the vocational education needs of disadvantaged and handicapped persons. However, most of the vocational activities for the disadvantaged which were funded under this legislation focused upon ancillary, exemplary and research projects designed to serve the unique needs of the disadvantaged with little emphasis on the preparation of teachers to deal with these needs. In addition, there is a plethora of literature and research studies outlining the characteristics and unique problems of inner city disadvantaged children, especially blacks and other minorities. However, very few studies exist in the literature which identify the pedagogical competencies needed by vocational teachers to deal effectively with the unique characteristics and problems of these groups. Consequently your study is urgently needed in Pennsylvania and in the nation. This observation has been based on my experience as a vocational teacher combined with six years of experience as Director of Vocational Research in Pennsylvania and as a consultant on several research projects nationwide. My experience as a consultant within the last two or three years on nationwide vocational projects of this nature further substantiates the above facts.

I am sure that the State Director of Vocational Education, Dr. John W. Struck, and his staff as well as others in the field will be anxious to see the results of this dissertation.

If I can be of assistance to you in the conduct of this research, please advise. Good luck and best wishes.

Sincerely,

Ferman B. Moody

THE PENNSYLVANIA STATE UNIVERSITY
247 Chambers Building
University Park, Pennsylvania 16802

College of Education
Department of Vocational Education

Dear Fellow Educator:

The purpose of this letter is to request your assistance in the identification of educational competencies for vocational teachers teaching the urban disadvantaged students.

I am sure you are concerned with improving the vocational teacher education program, especially for those persons planning to teach urban disadvantaged students.

Your views and opinions will be utilized in my doctoral dissertation, which is being conducted through the Department of Vocational Education at The Pennsylvania State University, under the advisorship of Dr. Thomas E. Long. However, the data supplied by you will be used in strict confidence.

Enclosed is a self-addressed, postage paid envelope. It would be most helpful if you would return the completed questionnaire at your earliest convenience.

Thank you for your cooperation in this study, especially since I know from my own experience, how little time administrators and teachers have for such "extras." A copy of the final results will be sent to you.

Sincerely,

Edgar I. Farmer

EIF/kbs

Enclosures

THE SCHOOL DISTRICT OF THE CITY OF ERIE, PA.
1511 Peach Street
16501

April 1, 1976

Edgar I. Farmer, Graduate Assistant
Department of Vocational Education
The Pennsylvania State University
247 Chambers Building
University Park, Pennsylvania 16802

Dear Mr. Farmer:

This is in response to your letter of March 26, 1976 addressed to Richard R. Hilinski, Superintendent of Schools.

In this connection, you have my permission to survey the vocational teachers and administrators working with disadvantaged students. You will, however, have to contact them yourself.

We would appreciate receiving a copy of the final results of your study.

Sincerely yours,

Henry F. Pilker, Director
Vocational, Technical, and
Adult Education Department

HFP/dk

cc: Victor R. Donovan, Principal
Walter C. Strosser, Principal
Technical Memorial High School

MEMORANDUM

TO: Principals of Secondary Schools--Pittsburgh Public Schools

FROM: Melvin N. Vesely VIA: Francis J. Rifugiato

THROUGH: Dr. Helen Faison, Assistant Superintendent
Secondary Schools

DATE: August 24, 1976

RE: Research Study in Vocational Education

Dr. Helen Faison has given approval for Mr. Edgar I. Farmer to conduct in our secondary schools his research study entitled "Identifying Pedagogical Competencies Needed to Train Vocational Teachers to Teach the Socioeconomic and Educational Disadvantaged Students in the Inner Cities of Pennsylvania." Mr. Farmer will ask administrators to complete a questionnaire requiring approximately 20 minutes to complete and will also request vocational-technical teachers to complete a questionnaire requiring approximately 15 minutes to complete.

Mr. Farmer understands that participation by administrators and teachers is strictly voluntary. Mr. Farmer will be contacting you soon to ask for your cooperation in his study.

Principals may wish to distribute questionnaires to appropriate members of their staffs after notifying these teachers in advance that the study has been approved and that participation is voluntary.

Approved: Curtis L. Walker
Deputy Superintendent

cc: Edgar I. Farmer

THE GREATER JOHNSTOWN SCHOOL DISTRICT
Office of Secondary Education
729 Wood Street
Johnstown, Pennsylvania 15902

September 29, 1976

Mr. Edgar I. Farmer
Graduate Assistant
The Pennsylvania State University
247 Chambers Building
University Park, Pennsylvania

Dear Mr. Farmer:

Please know that I have received your letter of September 23. I shall be happy to cooperate with you. However, be informed that the Greater Johnstown School District does not employ forty secondary vocational teachers. We have only ten vocational teachers in our district.

We will be happy to receive file copies of your questionnaire; however, it will not be necessary for you to provide our staff with the metal replica of antique American coins. Cooperating with you is simply in keeping with our district posture of supporting worthwhile educational research.

Please advise us of your next step, as it related to the Greater Johnstown School District.

Very truly yours,

Levi B. Hollis, Director
Secondary Education

LBH/dp

cc: Dr. Donato B. Zucco

THE PENNSYLVANIA STATE UNIVERSITY
247 CHAMBERS BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

College of Education
Department of Vocational Education

October 27, 1976

Mr. Robert Kifer
Director of Vocational Education
Greater Johnstown Area Vocational-
Technical School
445 Schoolhouse Road
Johnstown, PA 15904

Dear Mr. Kifer:

A statewide doctoral research study is being conducted through the Department of Vocational Education at The Pennsylvania State University. This research study is also under the auspices of the Pennsylvania Research Coordinating Unit in Harrisburg, Pennsylvania.

The aim of this study is to improve the quality of vocational teacher education programs for perspective teachers preparing to teach disadvantaged student in the inner city.

In order to complete the study, I need your assistance and cooperation in selecting thirty (30) of your vocational teachers who have a minimum of three (3) years of teaching experience. Each participant will be requested to complete a questionnaire (3 1/2 pages long).

The results of this study will be utilized in my doctoral dissertation. However, the data supplied by your teachers will be used in strict confidence. Neither their names, nor the name of your school will be mentioned.

I have signed written statement with your superintendent of schools research coordinator and the Research Review Committee at The Pennsylvanis State University guaranteeing that complete anonymity and confidentiality of all participants involved in this study will be preserved.

Your cooperation in helping to make this study a success will be sincerely appreciated. A copy of the final results will be sent to you.

Sincerely,

Edgar I. Farmer
Graduate Assistant
EIF/kbs

THE SCHOOL DISTRICT OF PHILADELPHIA
BOARD OF EDUCATION
21st STREET SOUTH OF THE PARKWAY
19103

TO: DISTRICT SUPERINTENDENTS AND PRINCIPALS

This will introduce Mr. Edgar I. Farmer who is authorized to solicit your cooperation with a study entitled, "Identifying Pedagogical Competencies Needed to Train Vocational Education Teachers to Teach the Socioeconomically and Educationally Disadvantaged Students in the Inner Cities of Pennsylvania." Mr. Farmer will explain his study to you.

Please be advised that all participation of schools and teachers in Mr. Farmer's study is entirely voluntary. We believe that this study is worthwhile and merits your consideration.

Sincerely yours,

Irvin J. Farber
Chairman
Research Review Committee

IFJ:fsk
cc: Mr. Albert I. Glassman

THE PENNSYLVANIA STATE UNIVERSITY
247 CHAMBERS BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

College of Education
Department of Vocational Education

November 5, 1976

Dear Colleague:

Approximately two weeks ago you received a questionnaire requesting your views concerning pedagogical competencies for teachers working with disadvantaged youths. To date about 55 percent of the questionnaires have been returned.

Since we have not heard from you we are, once again, requesting your assistance by asking that you please complete the questionnaire and return it at your earliest convenience.

Your cooperation is vitally needed for the success of this study.

Sincerely,

Edgar I. Farmer
Graduate Assistant

EIF/kbs

THE PENNSYLVANIA STATE UNIVERSITY
247 CHAMBERS BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

College of Education
Department of Vocational Education

November 23, 1976

Dear Colleague:

Several weeks ago, you received a questionnaire requesting your views and opinions in a statewide research study concerning identification of competencies for vocational teachers working with the disadvantaged youth.

The returns have increased; however, approximately 44% of the questionnaires have not been returned. Your completed questionnaire is vitally needed to increase the validity and success of this study.

If you have returned your questionnaire please disregard this letter. Identifiers were not used in order to preserve the anonymity of the participants.

Your cooperation and assistance in this study are sincerely appreciated.

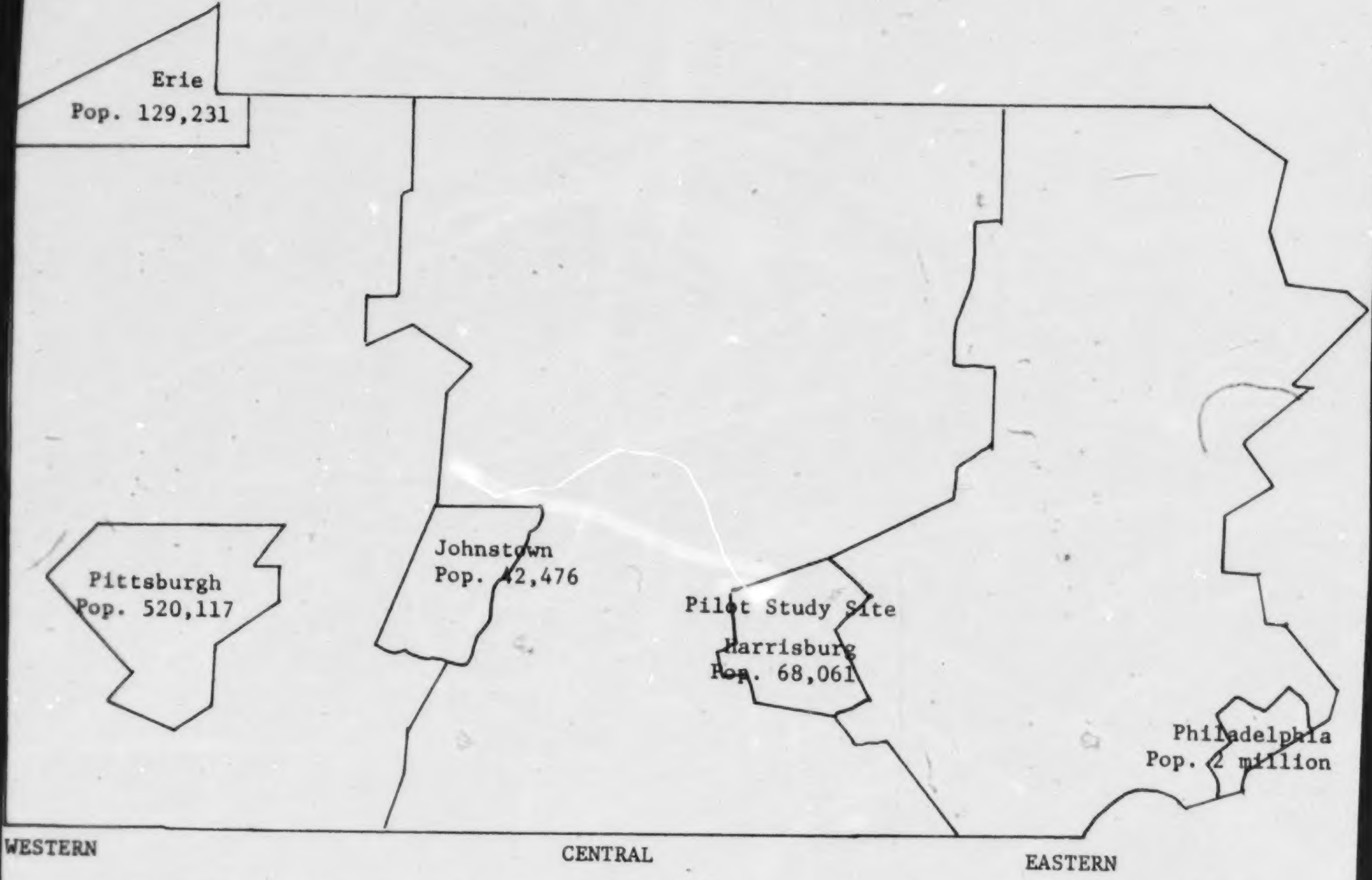
Sincerely,

Edgar I. Farmer
Graduate Assistant

EIF/kbs

APPENDIX E

GEOGRAPHICAL LOCATIONS OF SAMPLE CITIES



Population and regional locations of selected study areas in Pennsylvania.

VITA

NAME: Edgar Isadore Farmer, Sr.
DATE OF BIRTH: September 26, 1945
MARITAL STATUS: Married
WIFE: Barbara W. Farmer
CHILDREN: Edgar,Jr. and Eric

Educational Experience: Norfolk State College, B.S. in Industrial Education, 1968; Hampton Institute, M.A. in Educational Administration/Supervision, 1974; The Pennsylvania State University, D.Ed. in Vocational Industrial Education with a minor in Community Systems Planning and Development, 1978.

Professional Work Experience: Taught Building Trades in Junior and Senior High Schools in the Hampton School District, Hampton, Virginia. Masonry instructor for an adult beginner class in continuing education. Workshop director for the welding instructors of Pennsylvania's AVTS'. Program organizer and coordinator of a session on the disadvantaged student at the Pennsylvania Vocational Education Conference. Consulting work in curriculum instruction and introductory statistics. Internal evaluator for a Title I program for the Sharon Hill School District in Sharon Hill, Pennsylvania.

Military Service: Entered the United States Army on February 6, 1969 as a Private E-1 and honorably discharged from active duty on December 20, 1970 as an Airborne Sergeant E-5. Military awards earned include the National Defense Service Medal, Viet Nam Campaign Medal, Army Accommendation Medal, Viet Nam Service Medal and the Bronze Star Medal.

Publications: "Conference Evaluation," Seventh Annual Pennsylvania Conference on Postsecondary Occupational Education: Continuing and Adult Education in Vocational Education. June, 1976, Center for the Study of Higher Education, The Pennsylvania State University, Angelo C. Gilli, Sr., Editor.

"New Twists and Modernization: Rip-Offs to Vocational Tradition," A Montage of the Mid-Seventies: Issues and Concerns of Vocational Education. The Pennsylvania State University, edited by George L. Brandon.

Professional Organizations: American Vocational Association, Iota Lambda Sigma-Industrial Education Fraternity, Phi Delta Kappa-Professional Education Fraternity and the Omegi Psi Phi Fraternity-Graduate Chapter.

Honor Society: Phi Kappa Phi